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ABSTRACT

This instructor's guide for a foster parent curriculum consists of specific curriculum materials for the study of the social and psychological development of preschool children ages 3 to 5. The guide is divided into 5 parts: (1) a developmental guide to normal behaviors of preschool children and appropriate adult responses; (2) an outline of foster parent competencies, instructor materials and suggested teaching strategies; (3) the text, which introduces the topics of normal, expected behaviors of preschool children and appropriate adult responses, guidance techniques for preschool children, and possible problem behaviors of preschool children; (4) three blank discussion question sets for instructional use plus an instructor's answer guide; and (5) a list of available resource materials. (Author/RH)

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Social and Psychological Development of Children

3 to 5

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by Betty Thompson, M.S.

Foster Parent Curriculum

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SOCIAL
AND
PSYCHOLOGICAL DEVELOPMENT
OF
CHILDREN

3 to 5

FOSTER PARENT
CURRICULUM

by Betty Thompson, M.S.

PS010127

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3 TO 5

June 1976

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INTRODUCTION

This book is the specific curriculum materials for foster parents' study of the social and psychological development of preschool children. It is being published concurrently with other specific materials being produced in the Department of Family and Child Development at Kansas State University, in part under a three-year grant from the Office of Child Development. A number of talented and creative individuals have been working on part-time appointments under the direction of C.E. Kennedy, Ed.D., producing not only these specific materials but also the base book *Foundations for Foster Parent Education*, which you may wish to refer to in preparation for teaching this unit.

This unit on the preschool child is divided into five parts.

The first is a guide to the preschcol child. It includes a column on the normal expected behaviors of this age group and a related column on adult behaviors which are appropriate as responses to the child's behavior. A separate grouping lists guidance techniques appropriate for use with this age child, and there is another grouping of the problem behaviors which are possible with preschool children.

The second section is an outline to help instructors teach this unit. In the first column are listed competencies. These competencies are the goals of instruction and should be taught in the order given because later competencies often are dependent upon preceding ones. The second column lists that material which should be read thoroughly by the instructor, since it provides the information needed for developing the foster parents' competencies; further reading suggestions can be found in the bibliography. The third column suggests teaching strategies that could be used. The amount the suggestions are used may vary, of course, depending on the amount of time the instructor has for teaching the unit. Extended group discussion and use of films are recommended, but these could be limited or eliminated for time considerations. Alternative strategies, such as the use of resource people in the community, also could be considered.

The third section is where the instructor can find detailed the information outlined for study in the guide and the information most often referred to in the instructor's strategies section. It is the basic text of the unit.

Section IV has three blank questions sets, suitable for reproduction or, as I strongly recommend in the suggestions which begin that section, for use in an opaque projector. You will find the sets correspond to areas of study on 1) normal behaviors and appropriate adult responses, 2) guidance techniques, and 3) problem behaviors. Following each of these sets of questions is an instructor's guide to aid in answering the questions appropriately.

The last section indicates different types of resource materials available on this subject. Feel free to duplicate this section, as well as any other part of the book you feel might be useful in your class.

However, I do not recommend that you emphasize reading or writing or the other seemingly classic classroom procedures that might put pressure on the foster parents, many of whom may have been out of the school setting for many years. Guiding the foster parents to work through to solutions on their own would be a far less threatening procedure.

I hope you, the instructor, find the materials presented in this book easy to read, understand, and work with.

Betty Thompson

TABLE OF CONTENTS

INTRODUCTION----------3

SECTION I: GUIDE TO THE PRESCHOOL CHILD (AGES 3 TO 5)----------6

A. Normal, Expected Behaviors----------6

B. Appropriate Adult Behaviors----------6

C. Guidance Techniques for Children Ages Three to Five----------8

D. Possible Problem Behaviors of Children Ages Three to Five----------8

SECTION II: OUTLINE FOR INSTRUCTION OF PRESCHOOL CHILD UNIT----------9

SECTION III: INSTRUCTOR'S INFORMATION--THE PRESCHOOL CHILD, AGES THREE TO FIVE----------12

A. Normal, Expected Behaviors and Appropriate Adult Responses to these Behaviors----------12

1. Continuing Need for Trust in Adults----------12
2. Growing Independence----------12
3. Initiative----------13
4. Strong Self-Centered Feelings----------14
5. Imagination----------14
6. Need for Peer Relationships and Adult Companionship----------15
7. Capability of Learning to Share and Cooperate----------15
8. Arguing and Fighting Still Common----------15
9. Beginning Sex-Role Identification----------16
10. Sense of Conscience Developing----------17
11. Capability to Take On Simple Responsibilities----------18
12. Self-Esteem Becomes Very Important to Personality Development----------18
13. Self-Control Begins to Develop----------19

B. Guidance Techniques for Preschool Children----------20

1. Removal----------20
2. If Possible, Preventing Problems Before They Occur----------20
3. Firmness and Consistency----------21
4. Punishment----------21
5. Giving Reasons for Discipline----------22
6. Remaining Calm, Regardless of the Child's Behavior----------22
7. When Possible Substituting Responsibility for Blame----------22
8. Giving Positive Encouragement----------22
9. Responding to the Child's Inappropriate Behavior----------22

a. Accept the Child's Feelings----------22
b. Make Him Aware of How His Feelings Affect Others----------23
c. Give Alternatives----------23

C. Possible Problem Behaviors of Preschool Children----------23
1. Regression----------23
2. Withdrawal and Lack of Initiative----------24
3. Reckless Behavior: No Awareness of His Own Safety or That of Others----------24
4. Excessive Self-Centeredness----------24
5. Excessive Imagination----------25
6. Refusal to Play with Other Children----------26
7. Excessive Physical Aggression or Destructiveness--27
8. Signs of Failure to Make Appropriate Sex-Role Identification----------28
9. Shows Excessive Guilt or Fear When He Makes an Error or Is Corrected----------29
10. Refusal to Accept Responsibility for His Behavior----------29
11. Doesn't Like Himself; Says "I Can't Do Anything"--30
12. Temper Tantrums----------30
13. Nightmares----------30
14. Problems Resulting from Separation from Natural Parents----------31
a. Calm, Unemotional Attitude--------31
b. Daydreaming----------31
c. Withdrawal and Lack of Communication----------31
d. Guilt----------31
e. Lack of Self-Esteem----------31
f. Intentional Seeking of Punishment----------31
g. Acting Out Aggression and Anger---31
h. Regression----------31

SECTION IV: DISCUSSION MATERIALS----------33

A. Suggestions to the Instructor----------33

B. Discussion Questions on Normal Behaviors of Preschool Children and Appropriate Adult Responses----------34

C. Instructor's Guide for Discussion Questions on Normal Behaviors of Preschool Children and Appropriate Adult Responses----------36

D. Discussion Questions on Guidance Techniques for Preschool Children----------38

E. Instructor's Guide for Discussion Questions on Guidance Techniques----------39

F. Discussion Questions on Problem Behaviors of Preschool Children and Appropriate Adult Responses----------40

G. Instructor's Guide for Discussion Questions on Problem Behaviors of Preschool Children and Appropriate Adult Responses----------41

SECTION V: BIBLIOGRAPHY----------43

A. Where to Locate Resources----------43

B. Films----------43

C. Filmstrips----------45

D. Books for Foster Parents on Preschool Children----------46

E. Free or Inexpensive Pamphlets----------47

GUIDE TO THE PRESCHOOL CHILD (AGES 3 TO 5)

A. Normal, Expected Behaviors	B. Appropriate Adult Behaviors
1. Continuing need for trust in adults	1. The adult achieves trustworthiness by consistently fulfilling the child's needs in a loving manner.
2. Growing independence	2. The adult should allow the child to do those things he wants to do and is capable of doing and should encourage and praise such efforts.
3. Initiative	3. The child's initiative depends upon the adult's being able to properly balance controlling those behaviors which may lead to danger and allowing the child to carry out his own ideas--too much of either response could lead to the child's excessive guilt or excessive self-centeredness.
4. Strong, self-centered feelings	4. Since the child still sees all events as centered around himself, his reactions to events which thwart his desires are extreme. The adult must begin to tell the child that other people have feelings and needs, too, so that he can begin to see other points of view.
5. Imagination	5. Imagination is vivid--often truth and fantasy are inseparable for the child. The adult should help the child label fantasy as "real" or "not real."
6. Need for peer relationships; need for adult companionship	6. Much is learned by the child through interaction with other children and with adults. The adult should provide playmates and supervise the children's play until appropriate social interaction is learned. The adult also should spend some time playing with the child in order to model social interaction behaviors for him.
7. Capability of learning to share and cooperate	7. While the child is capable of learning to share and cooperate during ages three to five, it doesn't happen automatically. The adult should supervise play, stepping in to suggest how to cooperate. The adult also can help by sharing and cooperating with the child in simple tasks and games around the house.
8. Still common to argue and fight	8. A child learns through the processes of arguing and fighting how other children think and learns to adjust himself to other points of view. The adult should allow these arguments to occur but should supervise to see that one child does not dominate too

A. Normal, Expected Behaviors	B. Appropriate Adult Behaviors
	much or become a constant "victim." The adult also can offer alternatives when the children are unable to come to an agreement.
9. Beginning to make a sex-role identification	9. During ages three to five children begin to observe differences in sex and begin to identify strongly with an adult of the same sex. Then it is extremely important for an adult of the same sex to spend time with the child in order to serve as a model for that identification, especially when the child is around the age of four to five.
10. Sense of conscience developing	10. Conscience--feeling guilty for wrongdoing and feeling good for approved behavior--begins now. The adult needs to balance guidance techniques so the child 1) does not feel so much guilt that he is unable to act for fear of making an error and losing the love of the parent and 2) does not feel lack of responsibility for his own acts (total absence of guilt feelings).
11. Capability to take on simple responsibilities	11. The adult should give responsibility only when the child is capable of carrying that responsibility successfully. Behaving consistently still is difficult for children this age, so the adult should not expect the child to do chores without being asked or without being helped to accomplish them.
12. Self-esteem becoming very important to personality development	12. The child's self-esteem--the way he feels about himself--depends upon the adult's use of guidance. Giving the child tasks in which he can be successful, correcting behaviors so he doesn't feel excessive guilt, and encouraging and praising those things he does do well help the child toward self-esteem and self-confidence.
13. Beginnings of development of self-control	13. Self-control is the ability to discipline oneself. It is the goal of guidance, so that the adult doesn't always have to be present to guide the child. To help the child develop self-control, the adult must give the child "because" statements so that the child can understand *why* he should not cross the street alone or eat candy before dinner. When he understands these "whys," he will be able to apply this understanding to other times and other situations. He will be more likely to accept the restrictions placed on him. The adult also must give alternatives ("After dinner you may have a cookie"; "When you are old enough to go to school, you will be able to cross alone.") instead of simply saying "no."

C. Guidance Techniques for Children Ages Three to Five

1. Removal
2. When possible, preventing problems before they occur
3. Firmness and consistency
4. Punishment
5. Giving reasons for discipline and using "because" statements
6. Remaining calm, regardless of the child's behavior
7. Substituting responsibility for blame when possible (If he spills milk, give him a sponge, not punishment. Let him feel he has some responsibility for remedying his mistakes.)
8. Giving positive encouragement and praise for approved behaviors rather than giving attention only for disapproved behaviors.
9. Responding to the child's inappropriate behavior as follows:
   a. Accepting the child's feelings, even if you must correct his behavior
   b. Telling the child your f[illegible]ings
   c. Suggesting alternative [illegible]aviors which are acceptable

D. Possible Problem Behaviors of Children Ages Three to Five

1. Regression
2. Withdrawal; lack of initative; passivity
3. Reckless behavior; no awareness of his own safety or that of others
4. Excessive self centeredness; refusal to share; refusal to cooperate; insistence on getting his own way
5. Excessive imagination; imaginary friends; inability to distinguish "real" from pretend
6. Refusal to play with other children
7. Excessive physical aggression or destructiveness
8. Signs of failure to make appropriate sex-role identification by school age
9. Showing excessive guilt or fear when he makes an error or is corrected
10. Refusal to accept any responsibility for his behavior; seeming to ignore all corrective guidance as if he didn't hear or didn't care
11. Not liking himself; saying "I can't do anything" [illegible] always saying "You do it for me," even [illegible]en he is capable (lack of self-esteem)
12. Temper tantrums
13. Nightmares
14. Problems resulting from separation from natural parents

Section II

OUTLINE FOR INSTRUCTION OF PRESCHOOL CHILD UNIT

Competencies	Instructor Material	Suggested Strategies
I. Foster parents should be able to recognize the normal behaviors of preschool children.	I. Read Section III, part A.	I. Distribute copies of the "Guide to the Preschool Child" to each foster parent. A. Discuss each topic under "Normal. Expected Behaviors," the column A. B. Film suggestions: 1. "Terrible Two's and Trusting Three's" 2. "Frustrating Four's and Fascinating Five's" 3. "What Are Little Children Made Of" 4. "World of Three" C. Filmstrip suggestions: 1. "How an Average Child Behaves" 2. "Understanding Early Childhood"
II. Foster parents should be able to describe positive adult responses to normal behaviors of preschool children.	II. Read Section III, part A. A. Use "Suggestions to the Instructor," Section IV-A. B. Read the discussion questions on normal behaviors of preschool children and appropriate adult responses and the instructor's guide for those questions, Section IV, parts B and C.	II. Discuss normal preschool children's behaviors in relation to appropriate adult responses. A. Discuss topics under "Appropriate Adult Behaviors" (column B) in Section I, the preschool child guide. B. Use an opaque projector for or hand out copies of the discussion questions from Section IV-B and discuss these questions thoroughly in the group, considering both correct and incorrect responses. C. Film suggestions: 1. "Social Development" 2. "Yes Is a Growing Word" 3. "Your Children's Play"

Competencies	Instructor Materials	Suggested Strategies
		4. "When Should Grownups Help" 5. "Answering the Child's Why" D. Filmstrip suggestions: 1. "Everyday Problems of Young Children" 2. "How to Listen to Your Child and How to Get Your Child to Listen to You" 3. "Child Development Series"
III. Foster parents should know appropriate guidance techniques for helping preschool children develop appropriate social behaviors.	III. Read "Instructor's Information" (Section III, part B). A. See "Suggestions to the Instructor" (Section IV, part A). B. See the discussion questions on guidance and the instructor's guide to those questions in Section IV, parts D and E.	III. Foster parents should follow instructor along column C. of the guide, Section I. A. Describe the guidance techniques, and ask foster parents to suggest situations in which each technique might be used. Encourage discussion. B. Present discussion questions on guidance and discuss all possible answers thoroughly. C. Film suggestions: 1. "Yes Is a Growing Word" 2. "When Should Grown-ups Stop Fights?" 3. "Fears of Children" 4. "Terrible Two's and Trusting Three's" 5. "Frustrating Four's and Fascinating Five's" 6. "Social Development" D. Filmstrip suggestions: 1. "Everyday Problems of Young Children" 2. "Child Care and Development" (Series 2) 3. "Child Training"
IV. Foster parents should be able to trace problem behaviors to their likely causes and suggest adult guidance to correct the problems.	IV. Read Section III, part C. A. Follow the "Suggestions to the Instructor" (Section IV, part A). B. See the questions on the problem behaviors of preschool children and the instructor's guide for those questions in Section IV, parts F and G.	IV. Foster parents should follow discussion along column D of the Section I guide. A. Discuss problem behaviors, stressing the need for the adult to understand *why* the child has developed such behavior: knowing *why* leads to appropriate guidance.

Competencies	Instructor Materials	Suggested Strategies
		B. Involve foster parents in finding solutions to problem behaviors by presenting discussion questions from Section IV-F. C. Film suggestions: 1. "Children's Emotions" 2. "Fears of Children" 3. "Shyness" 4. "Children's Fantasies" 5. "When Should Grownups Stop Fights?" D. Filmstrip suggestions: 1. "Everyday Problems of Young Children" 2. Child Care and Development" (Series 2) 3. "Child Training" 4. "Child Development Series" (Part 1: "Children's Emotions").
V. Foster parents should be acquainted with children's behaviors and feelings which result from separation from natural parents and with the appropriate responses to them.	V. Read Section III, part C, number 14.	V. Discuss specific reactions to separation from natural parents. A. Stress possible responses which will help the child; ask for foster parents to contribute their experiences. B. Audio-visual resources: 1. "To Stranger As to Kin" 2. "A Family for Now" 3. "Frightened Child"
VI. Foster parents should be acquainted with community resources: books, the library, agencies, counseling facilities, and such.	VI. Instructor must collect relevant information about this particular community which serves these foster parents, using the bibliography in Section V as a starting point.	VI. Collect resource guides for foster parents. A. Duplicate copies of the bibliography for foster parents. B. Collect books from the local library for foster parents to browse through following the class. C. Complete a list of agencies and facilities and discuss the services they might provide.

SECTION III

INSTRUCTOR'S INFORMATION

THE PRESCHOOL CHILD, AGES THREE TO FIVE

A. NORMAL, EXPECTED BEHAVIORS AND APPROPRIATE ADULT RESPONSES TO THESE BEHAVIORS

1. CONTINUING NEED FOR TRUST IN ADULTS

The child's feelings of security and trust come from experiencing caretaking which consistently meets the child's basic needs for food, warmth, clothing, and affection. Without these things the world is a frightening place. The child's dependence on an adult is still critical. He is just beginning to learn to do some tasks for himself. If the child is experiencing anxiety about being fed and loved, he will be more concerned with this than with further exploration and learning. Adults provide a secure base when they consistently supply these basic needs, and this enables the child to turn his activity toward further development. One of the critical factors in supplying such needs is a consistent schedule--meals, bedtime, naps, and so on--should have set times so that the child can understand their order and occurrence and come to accept them and count on them. It is not necessary to be so rigid that the schedule cannot be changed when particular circumstances require; for example, a birthday celebration might call for bedtime's being a half-hour later. But for some children who are insecure about their needs being met, this schedule may be very important in developing the sense of security and trust; therefore, flexibility of scheduling should depend on the child's need for consistency and his ability to deal with irregularities comfortably.

2. GROWING INDEPENDENCE

The move toward independence, which began during the toddler period, accelerates considerably now. While the toddler's exploration was restricted by his physical abilities and his desire to have the caretaker within sight, the preschool child has dramatically increased physical abilities and is much less concerned about the adult's presence. The result is that he tends to try more things, to successfully accomplish more tasks, and to become so involved in play that such distractions as mealtime and bedtime are rejected aggressively.

The adult has responsibilities which are made more difficult because of this growth in independence: she* must continue to take total responsibility for the health and safety of the child despite his desire to be independent. The truth is, he still must rely completely on the adult for these things because he is not capable of making decisions about what he should do, when he should eat, how much sleep he needs, or the safety of a particular undertaking. On the other hand, the adult constantly must be aware that this desire to do things independently is a critical factor in the child's continued positive development. To gain ability to do things independently, to *grow* the child must be allowed "to try his wings." It remains for the adult to allow as much independence as the child desires, while still protecting him and setting limits when necessary.

In addition, the child's desire to do things on his own will grow and develop into a sense of pride and self-esteem if his efforts

*"She" and "her" are used in this discussion because the female is usually the primary caretaker of the preschool child; however, all suggestions and information are equally important for male caretakers.

are met with encouragement; this is most important. If his efforts are met with blame for trying and failing or with excessive warnings about a task's being too hard or with criticism for the way the child did a task, he may give up trying because he comes to feel incapable.

Another factor in the child's growing independence is his desire to make choices in matters that concern him--what color jacket to buy, what kind of birthday cake he wants. The adult should offer choices when possible, but only when she is willing to accept his decisions. Giving a choice and then trying to convince the child that he really should choose one thing over another defeats the goal of helping him to develop independence. For instance, don't offer him a choice between going to nursery school and not going if you really feel he should go.

3. INITIATIVE

Initiative is the child's desire to think of and carry out his own ideas. This desire goes hand in hand with his growing independence. It makes his asking "What can I do?" less and less necessary. Along with it, however, comes a problem. The child often will start something without asking or telling anyone; this can end in a big mess, much to the distress of the adult. But dealing with such situations requires much *caution*. Think first that initiative is a positive quality--it is a quality which will make the child's life more successful--and his self-esteem is linked to the outcome of such initiative--when he has an idea and carries it through, he learns something, and he feels good about himself.

So what can the adult do when there is flour spread all over the kitchen floor because the child decided to "try to bake

something"? First, she must consider that it is not wrong for the child to want to bake; the problem is the mess that resulted. She should decide how the child could have done the same thing but not have made such a mess for the adult. Some provision needs to be made in the home for a place--a piece of plastic available for covering a kitchen table or an area of the kitchen floor--where all "messy" projects can be done. Then she can tell the child "When you make such a mess, it is hard for me to clean up, so I get unhappy. When you want to do something messy, come and tell me, and we will cover a place with a plastic cloth. Then you can do it." By having a place where such activity is acceptable, the child can initiate such play. But initiative does not mean he can do whatever he wants, wherever he wants, without concern for others' feelings.

In addition, it sometimes will be necessary to say "No, not now." But when this is necessary, give a "because" and tell the child when it will be okay: "*No*, we can't get out the play dough now, *because* I have the table set for dinner. *But* when dinner is over and the table is cleared, we *can* get it out." This way the child's initiative is not blocked; it simply is made to conform with the needs of others.

4. STRONG SELF-CENTERED FEELINGS

When it is necessary to say "no" or to deny the child's wishes, the child may try to change the caretaker's mind. He has several means of doing this: he may scream and cry; he may attack her physically or verbally ("I hate you!"); or he may act sad and hurt to elicit sympathy. The child will choose the behavior which has been used successfully in gaining his way before. Foster children will use the means which was most successful with their natural parents.

Remember, the child is not self-centered in wanting his way because he is selfish and mean, but because he only sees the world from his own viewpoint. This is to be expected. However, we would not wish him always to be so self-centered, so it is important to begin to help him understand and accept other points of view. Therefore, in a situation of conflict between adult and child, the adult should tell the child *why* he may not do a certain thing and *how the adult feels* about what the child wants--for example, "I can't allow you to kick me, because it hurts!" or "I feel very angry when you write on the wall because it is hard to wash off; there is paper to write on." By communicating your feelings and the feelings of others, you help the child to understand the effects of his behavior on other people. He does not know this automatically.

The other important aspect of helping the child to grow out of his self-centered viewpoint is to follow up your *words* with definite *acts*. If you tell the child you object to his writing on the wall and tell him why and supply him with paper but he still writes on the wall, you must enforce your words. By removing the crayons from him, you teach him that your feelings are important and cannot be ignored. If the acts of the child affect other people, let him see and know those effects--do not allow him to ignore others' feelings.

The self-centeredness of a child is greatly affected by adults and also by other children. It is important for children to play together, for the conflicts which arise provide the child with other points of view and force him to accept them by cooperating and compromising his own desires. This interaction is critical during the preschool years.

5. IMAGINATION

The child's imagination is very strong during the preschool years. This is partly because the child has very few experiences

from which to know what is real and not real. Using the imagination is in itself a positive activity, contributing greatly to creativity and understanding of experience. The preschool child will talk to dolls and teddy bears as if they were real. He may even talk to his shoe. This lack of distinction between people and "things" is normal but will decrease during these years. The problem is that the imagination of the child often causes excessive fears because of the child's lack of understanding and inability to distinguish "real" from imaginary. The child may imagine there is a monster in the closet. This is not "pretend" for the child, but a very real fear. For the adult such a monster in the closet is not even a possibility, but to the child who does not have enough experience in the world, it is quite possible. It is *not* helpful to tell a child "That's silly" or "Don't be ridiculous." Accept that the fear is real for the child. The adult's job is to dispel the fear by real experience: go to the closet door, open it, and verify for the child that there is no monster. Then talk about "real" and "imagination." Explain that sometimes children *and adults* can think of things--imagine things--that aren't really true. Explain that imagination can be fun, because we can think of things that aren't really here, but that imagination can think up things which are scary too--but they're not real.

Sometimes a child tells "stories" which obviously are imaginary but are told as if they were true. To an adult this may seem to be a lie. But the child may not be able to make a distinction between "real" and "pretend." If the child tells a "story" and the adult nods her head in agreement even when it is obviously untrue, the child may not learn the difference. Children depend on adults to interpret the world for them, and they rely, to a surprising extent, on the adult's responses to them to get a real picture of the world. So it is important for the adult to help the child label "real" and "pretend." If the child tells a little story, the adult can say "That's a very nice pretend story, but bears can't really talk. It would be fun if they could, wouldn't it?" Thus, you can help define "real" and "pretend" without suppressing the child's imagination.

6. NEED FOR PEER RELATIONSHIPS AND ADULT COMPANIONSHIP

The preschool child begins to desire the companionship of other children. Being alone is less entertaining, and the adult may find the child hard to keep entertained alone in the house all day. Many of the things the child must learn during these years are best learned by the interaction which occurs with peers as well. Sharing, cooperation, self-restraint, self-esteem, and less egocentricity are all by-products of this interaction. The necessity of adjusting his own wants to the wants of others is the best teacher. The adult still needs to be near to facilitate cooperation when conflicts become excessive or unresolvable, but the adult often can allow the conflicts to be resolved by the children themselves. When the children are well matched in age, size, and developmental level, the adult can continue her own routine and leave two children to play alone unless one of the children is prone to harmful, aggressive behavior.

Adult companionship still is important, also. While playing with the child, the adult becomes a model that the child can imitate. The adult who takes turns, is patient, accepts losing happily, and shares is teaching these things to the child. The more experiences the child has with these behaviors, the more likely he will use them with his peers.

7. CAPABILITY OF LEARNING TO SHARE AND COOPERATE

As discussed before, the child doesn't learn to share and cooperate all by himself. During the two- and three-year-old stages, adult supervision, peer companionship, and adult modeling act together to encourage these behaviors.

8. ARGUING AND FIGHTING STILL COMMON

Also as discussed before, arguing and fighting are common and expected behaviors. The task of decreasing the child's egocentricity requires such conflicts to inform the child about how other people think and to force the child to relinquish some of his desires and to cooperate in order to gain companionship. The adult should show restraint in intervening in these conflicts so that the children can learn from them. The only times interference is necessary are when physical harm is excessive or when conflicts are repeated with no resolutions. When two children are unable to find a means of cooperating, a suggestion may be offered--"Perhaps you could take turns." Help of this sort may be more helpful to very young preschoolers or to children who are inexperienced in playing with other children.

9. BEGINNING SEX-ROLE IDENTIFICATION

By the age of three children have begun to observe differences between men and women, girls and boys. They notice that men do certain things--go to work, fix the broken toaster, baby-sit when mother's gone gone--and that women do certain things--cook meals, give them baths, sweep the floor. It is not so critical that these tasks be wholly "masculine" or "feminine." The roles within a given family will be different from those in another, but some separation in roles does exist. This separation, along with physical differences in dress and shape, aids the child in making male/female distinctions.

In addition to making these distinctions among the people he sees, the child also comes to identify himself with one or the other. He also begins to be concerned that his clothing and his behavior imitate the same-sex parent. Girls want to try on lipstick or high heels or to bake something for supper. Boys want to hammer nails, play ball, or play the father role in dress-up.

By the age of five children have very strong sex identification. Often the desire to be identified with the proper sex takes the form of rejecting anything which has become linked with the opposite sex. This is particularly true of boys, who often refuse to accept girls as playmates, refuse to play "house" because it's sissy, and call attention to other boys who can't play "boy" games. Girls tend to be less stereotyped at this age. However, sex division in play often does not result from dislike of the other sex, but from different interests. Boys want to play ball or wrestle, and girls want to play house or draw. Often a girl who wishes to play ball must leave her companions to do so. If she plays less well than the boys, she may get discouraged and return to the sterotyped-girl play. A boy who enjoys playing the father role in the playhouse risks ridicule from his male friends.

There are some obvious unfortunate consequences associated with this sex-role differentiation. While all parents want their children to make a successful identification, it is not necessary to have such a rigid definition of "male" and "female." Many boys will grow up to be fathers and will, therefore, need to be gentle and loving. Some fathers also change diapers and do dishes. Not all fathers are great ball players; some fathers like to grow flowers, too. On the other hand, some mothers can fix the broken toaster, some mothers go to work, some mothers wear trousers all the time and some mothers have short hair. Though the rigid definition of roles is not necessary, what seems to happen when the child is beginning to make an identification is that he choses only the most distinct male or female behaviors and is unable to be flexible. As a parent, you might point out certain obvious conflicts--a football player with long hair, a woman doctor, a man diapering a baby, a woman race car driver. Eventually the child's rigid definition of male/female roles will be allowed some flexibility, while the necessary elements of distinction needed for successful sex-role identification are maintained.

One of the critically important roles of the adult in this identification is in the experiences of the child with parents of *both* sexes. The female caretaker is usually available for children to observe and to have experiences with. The father, however, is also important to both boy and girl children. A father must *not* be harsh and demanding, because this makes it difficult for the boy to identify with him. This behavior makes the boy feel uncertain about his own sex identity. It is also critically important that both parents give acceptance and affection to both boy and girl children, for if one sex is given preferential treatment, the other sex children may wish to change sex so that they can be treated the same. If girls get more love and less blame, why would one want to be a boy, and vice versa. Loving and understanding behavior from both mother and father makes sex-role identification easier for both boys and girls.

10. SENSE OF CONSCIENCE DEVELOPING

Sense of conscience is a feeling or awareness of having done something wrong--something which others would disapprove of and which might mean a loss of the love of someone important to the child. We call this feeling "guilt" or "a sense of conscience" or "morality."

This feeling is not something which happens automatically. It is learned through interaction with the adult caretakers. When an adult consistently corrects certain unapproved behaviors, in such a way that the child feels *responsible* for having made another person unhappy, the child feels guilt and fears he may lose the love of that important person. A certain amount of guilt is necessary for developing a sense of conscience. On the other hand, an adult who blames the child and loses her temper in such instances may very likely create such an extreme fear of loss of love and sense of guilt that the child will fear to do anything or else will develop no sense of conscience because it seems impossible to please the adult no matter how hard he tries.

It should also be clear that a child cannot form a conscience until he is capable of knowing "right" from "wrong." These distinctions are formed gradually by the adults' responses to the child's acts. At age three, it is not easy for a child to remember that placing a milk glass on a wood surface might stain the wood. It is impossible for him to know this without being told ahead of time, and it still is difficult to know that not only the table will stain, but also all other wood things. A child of three doesn't know clearly what "wood" is. Therefore, correction and punishment must take into account the child's ability or inability to make distinctions between unacceptable acts and acceptable acts. One of the first steps toward helping a child develop a sense of conscience is to help him understand what is unacceptable; do not expect the impossible.

Once the child has been given a rule which you feel he can understand, then you can follow up "errors" with verbal correction which evokes his sense of conscience--"Remember that wet glasses stain wood. You have made a stain on my table. I am disappointed. That makes me feel sad." It will not be helpful to add words like "You're a naughty boy." If the child understands the rule and then sees your reaction to his error, he will feel sufficient guilt.

In some instances the child's errors can be used to help him develop a sense of responsibility. For example, if the child has been asked to stay at the table while drinking his milk so that it won't spill on the carpet but he breaks the rule and the result is a spill, you can give the child the *responsibility* of doing what he can to correct the mistake. Tell him you are disappointed that he broke the rule about staying at the table; then give him a sponge and show him how to clean the carpet. In this way, he doesn't simply feel guilt; he also assumes responsibility.

Some children seem to have no sense of guilt, and some react to correction with extreme guilt and fear. Therefore, it is necessary for the adult to modify her responses to the child's mistakes to fit the child, not the errors. If the child seems to overreact to your correction by withdrawing or by crying excessively, it is possible you should modify your responses to his errors by stating rules more clearly, by decreasing the number of rules you give him, or by accompanying correction with affection and with help in correcting his mistakes.

On the other hand, if your child ignores your corrections, doesn't seem to care or to feel guilt or responsibility for his acts, and seems to break rules willfully which you are certain he understands, then you need to follow up your rules with acts. If your rule is "No milk in the living room" and he breaks that rule, take the milk away from him and tell him he may try again in the afternoon. If the rule is "Do not cross the street without me," then tell him "The rule was you must not cross the street alone. You crossed the street alone, so I cannot let you play with your friend today. We'll try again tomorrow."

11. CAPABILITY TO TAKE ON SIMPLE RESPONSIBILITIES

The general rule to follow when giving "tasks" or "jobs" to children is to give only those responsibilities in which the child can be successful. To ask a four-year-old to set the table and then to punish him for dropping a dish only contributes to the child's feeling of inadequacy and guilt. Instead, give tasks like sponging off the table, carrying the siverware, getting the newspaper from the front porch, and so on.

Tasks which have only one aspect to be remembered are more likely to be accomplished successfully by children ages three to five. Children are unable to construct a mental order for more complex tasks without adult help. For instance, cleaning one's room seems a simple job to an adult. But for a child it is a complex job--what's he to do first? Adults simplify the job: they may pick up all the clothes first, then the blocks, and then the crayons. When the child looks at the room, he doesn't separate the task into easier components; to him it is a very large, complex mess. So the adult must participate in such complex tasks, helping the child to break it into simpler tasks--"First, let's pick up the blocks and put them in the box. When that is completed, then let's put this puzzle together." Each separate job also can be made enjoyable--a time for pleasant interaction between the adult and child, and some even may be a learning time for the child. For example, instead of simply putting blocks away, the adult can vary the task: "Let's put the red ones away first," "Now let's put all the square ones away," or "Let's see if we can throw them into the box from here."

Remember, if you expect complex tasks from children of these ages, you invite a situation in which the child probably will fail, resulting in a loss of self-esteem for the child and frustration for the adult. Instead, choose expectations which are likely to be met with the child's success.

12. SELF-ESTEEM BECOMES VERY IMPORTANT TO PERSONALITY DEVELOPMENT

The way the child feels about himself, good or bad, will affect all aspects of his life--his relationships with other people, his initiative to learn, his outlook on life. How does the adult help to guide this into a positive, good feeling?

There are three areas which are critical to the development of self-esteem: 1) the manner and amount of *guidance* given by the adults, 2) the amount and quality of *attention* and positive encouragement given, and 3) the careful selection of *experiences* and learning tasks which result in success for the child.

Guidance, when used appropriately by the adult, helps the child to develop socially acceptable behaviors. The function of guidance is to change those behaviors which are not acceptable *and* to replace them with those that *are* acceptable. Therefore, guidance should not lead the child to feel "bad" or unloved. Children who have a good relationship with their adult caretakers want to please them. They can do this only if they know *how*. Adults who merely say "no" or who just punish unacceptable behavior have not given the child any clue about what he *can* do to gain acceptance. All that is left to the child is to *not do anything*. While this is likely to make a house peaceful for the adult, the child is not developing needed, acceptable social skills. His initiative is suppressed, and he feels little self-esteem. It therefore is the task of the adult to use guidance which is positive--that which praises and encourages desirable behaviors and which corrects undesirable behaviors by giving alternatives. (Read guidance section of this unit for specific guidance techniques.)

Besides this corrective function of guidance, there is another critical side-effect. It is the *attention* which the child gets for his behavior. Attention from adults should be given not only for disapproved behaviors but also for behaviors to be encouraged. It can easily be understood that if adults give the child attention only when he misbehaves, his need for attention might overcome his anxiety about punishment, and the adults could find the child intentionally misbehaving to gain that attention. Therefore, adults should praise the child for trying, even when he fails, and give him encouragement to try again. They should provide acceptance of the child's work, even though he may have left half the crumbs on the table, and give him recognition for such positive behaviors as helping other children. Behavior which gets attention for the child and makes him feel important and worthwhile is behavior which he will do again and again. Therefore, adults must give *positive* attention in large amounts.

The third influence on self-esteem is the appropriate selection of *experiences* for children which lead to their success rather

than to their failure. A bicycle that is so large that his feet can't reach the pedals can be very attractive to a child, but his not being able to ride the bike will give him a feeling of failure. A pair of scissors which won't cut will discourage a child from trying to cut with scissors again. Experiences such as these can accumulate until the child gives up trying, saying "I can't." This frequently happens when there is an older child around who can do everything more easily than the young child. Instead of trying, the younger child asks for help from the older. As a result, the young child always sees other persons as more capable than himself. Adults also can create this feeling by stepping in to "help" when the child is not doing a task well enough or fast enough to suit them. For example, the child is eating too sloppily, so the adult feeds him; the child is trying to zip his jacket, but the adult is in a hurry so she does it for him. These adult behaviors also lead to the child's feeling of inadequacy. The adult's patience and acceptance of a task done at the level the child *can* accomplish is important to his growing sense of self-esteem.

13. SELF-CONTROL BEGINS TO DEVELOP

Self-control is the ability to guide and discipline oneself. This is the adult's goal for guidance of children. Self-control is based on 1) a knowledge of what is approved and disapproved behavior, 2) knowledge of the consequences of one's acts, 3) awareness and concern for the feelings of others, and 4) a sense of conscience. Developing these bases is a very large task, which is by no means accomplished completely during the preschool years; in fact, many grown persons have not achieved them. Nevertheless, self-control is a goal for development, and its development is, to a great extent, dependent upon the adult caretakers.

Consider that when we ask a person to control himself, he first must know *what* he should control. This means he must know what behaviors are *not* acceptable. This knowledge is gained through guidance from an adult.

In addition, he must know how other persons feel. This he learns through experiences in which he causes a child to cry or an adult to get angry or a friend to hit back. From these experiences he can learn to judge right behaviors from wrong behaviors by himself, without someone telling him every time.

He also must have enough experience to understand the consequences of his acts. For instance, if he takes a can from the bottom stack, what will happen? To an adult it is obvious, but to the child, perhaps not. Self-control implies that the child understands the consequences of his actions so that he is able to decide whether he should or should not do something.

Finally, the child needs a sense of conscience in order to have self-control. He may know his act will cause hurt to someone, but if he doesn't care--feels no guilt--then he will go ahead anyway.

Therefore, the child's development of self-control is the end product of adults' positive use of guidance, the child's growth away from ego-centered behavior, and his experiences in his environment. This development begins with the toddler age and must continue consistently if self-control is to be achieved.

B. Guidance Techniques for Preschool Children

Unlike toddlers, children three to five years of age are capable of understanding much of what an adult says if it is stated simply. In addition, preschool children have some ability to remember what is said for a longer time. But along with these increased abilities, they also are capable of maintaining their intentions in spite of distractions. Because of this, preschool children cannot be distracted as easily as toddlers when they are doing something you disapprove of. In other words, the guidance technique of "distraction" is no longer appropriate for two reasons--preschool children are highly resistant to distraction, and they are more capable of understanding the reasons for adult correction of their behavior. The following are techniques more appropriate for preschool children, though it must be kept in mind that between three and five years of age there is dramatic growth which will mean the use of specific techniques may need to be changing as the children change.

1. REMOVAL

This technique is effective both with toddlers and with preschool children. Its use should decrease, however, as the child grows older and gains in his ability to understand and accept adult guidance. Removal is a response to be used to back-up verbal guidance when it is ineffective. For example, if your child hits his playmate with a block, you step in and tell him "The block is hard, and it hurt Janie. If you want that toy, you can ask her, or you can take turns." Then if he repeats the same behavior a few minutes later, removal will emphasize what you have said. You can take him to his room and tell him "I can't let you hurt Janie. When you are ready to play without hurting, then you may come back out."

2. IF POSSIBLE, PREVENTING PROBLEMS BEFORE THEY OCCUR

When a child carries through a disapproved act, even though discipline follows, he gains some satisfaction from it. What this means for guidance is that it is more effective to prevent misbehavior than it is to correct the child after it happens. Of course, this is not always possible, but there are instances when it is more likely to be possible, for example, those times when safety is a problem. Tell the child before he begins an activity what is expected of him--"Janie is coming over to play today. Remember that hitting hurts her. When you want something she has, you may ask her for it." This way you may avert potential problems and at the same time set a clear rule which you then can enforce.

In addition, you can take time to set up a situation in which conflict behavior is less likely to occur. If you are aware your child has a particular favorite toy which he doesn't like to share, then discuss it with him before another child arrives to play. You might give him a choice--"Would you like to put your favorite toy away so you don't have to share it, or would you like to leave it out and give Janie a turn with it?" Clearly you have eliminated the choice of both keeping it out and keeping it to himself, which would be likely to cause problems.

Other likely times for conflict are transition times: stopping play to get ready for bed or leaving a friend's house to go home. Since abrupt transitions are likely to be upsetting, you might prevent the problem by giving a brief warning--"You have five more minutes to play; then we must go home and get supper, okay?" This allows the child time to accept the transition. If he protests at the end of the five minutes, then you must enforce your time limit and remove him. He will become accustomed to this "warning" and accept it in time.

3. FIRMNESS AND CONSISTENCY

Firmness and consistency are aspects which should be used whenever guidance is applied. Using firmness means guiding with confidence so that the child accepts your decision, feeling sure you will not give in once your decision is made. The adult's firmness should be *friendly*, not hostile or emotional, because guidance should correct a behavior, not create fear or unmanageable emotions in the child.

Consistency is a second essential aspect of applying discipline. The number of "rules" a child can remember is limited. Therefore, it is important to have a *small* number of *simple* rules which are always enforced. When too many rules are given, it creates two problems: 1) the child is unable to remember them all, and 2) the adult is unable to enforce them all consistently. One result of the adult's lack of consistency in enforcing rules is the child's uncertainty about what the rules are. The inconsistency also leads to greater future problems: the child comes to ignore rules because he still can get away without obeying them! So, it is critical--*make rules only when you can enforce them consistently.* Then enforce them firmly. Remember, this is most possible when the number of rules is small enough for the child to remember all of them and when the rules are simple enough for the child to understand them. Obviously, the number and complexity of such rules can be increased as the child becomes more capable of understanding and remembering as he grows older.

4. PUNISHMENT

Sometimes a child is extremely persistent in his wishes. Fortunately, at this age the child is still small enough that if he objects to being called inside for supper, you can calmly pick him up saying "I know you are having fun, but it is time for supper," in spite of his kicking and screaming. If he learns at this age that you mean what you say, you are less likely to be faced with such resistance at 9 or 10 when he is physically too large to "convince" in this way.

During his preschool years, an overtired child, expecially, might protest your decisions. Remember that he is not protesting rationally; he is protesting emotionally. The protest is not an offense to your authority, but a symptom of his lack of understanding and emotional control. The child should be able to *rely* on the adult in such cases to make the decision that is best for him, in spite of his behavior.

Research has shown spanking to be ineffective in preventing undesirable behaviors. It just doesn't have the effect the adult wants guidance to have. First, it may suppress the behavior, but only in the presence of the person who spanks. In addition, it may increase the hostility the child feels, and the behavior can reappear when the child thinks he can do it without being punished. Spanking can create fear, and though it may appear to change the child's behavior, the change is so only in those situations in which the punisher is present. The purpose of guidance, in terms of long-range goals, is to guide the child toward socially acceptable means of gaining his goals. Spanking does not provide that guidance. So instead of trying to suppress a particular behavior, concentrate on replacing it with appropriate behavior.

A different unfortunate aspect of spanking is that the adult, in performing the spanking, models physical aggression for the child. The child learns that you can do this to other people if you're old enough and big enough. When the child is small, learning the aggression doesn't seem too bad. But remember, when the child grows up, he will become more likely to use on others what he has learned from the punishing adult, and what's more, he will feel pleased that he can get away with it. Even during the preschool years the child learns and remembers, so what you do as an adult, you are teaching him.

5. GIVING REASONS FOR DISCIPLINE

Since the preschool child is growing in his ability to understand, you can help him by always adding a "because" to corrective or "no" statements. He will be more likely to accept corrections he can understand. For example, you could explain "You can't eat cookies now *because* supper will be ready soon. You can have some for dessert" or "We can't go to Janie's house to play *because* I am so busy sewing, but let's invite her over tomorrow afternoon." If the adult simply says "no," the child has no way to learn to make such decisions for himself. It will seem that the adult is just arbitrarily controlling him for no reason at all. The child has no information to help him understand and accept the situation, and he has no alternative to satisfy his wants. Under such circumstances most children would seem undisciplined and contrary and would surely fail to learn self-control.

6. REMAINING CALM, REGARDLESS OF THE CHILD'S BEHAVIOR

Remaining calm can indeed be very difficult at times. Nevertheless, guidance has the best chance of being effective when the adult is friendly, calm, and firm. Extremely emotional responses from the adult cause extreme responses in the child, such as fear and guilt, which prevent the child's learning from the guidance. It is better for the adult who is about to lose her temper to tell the child "I am extremely upset and feeling angry. I would like you to go to your room for a few minutes, and I will try to calm down. Then we will talk." From this the child can learn that adults have feelings, too, and that they can control feelings.

7. WHEN POSSIBLE, SUBSTITUTING RESPONSIBILITY FOR BLAME

Effective guidance means teaching the child responsibility for his acts, not simply making him feel guilt which cannot be cured. Guidance should suggest active ways for a child to correct mistakes, not simply force him to feel bad about himself. For these reasons it is best to suggest ways for a child to contribute to making up for his errors. For example, if a child spills his milk, give him a sponge, not a scolding; if a child breaks a glass, let him contribute to buying a new one (a small token amount which helps him feel that he is contributing); or if a child accidentally knocks down a friend's block structure, suggest he help build it up again and apologize. Praise the child for his efforts to correct his mistakes so that he can learn from them something besides guilt.

8. GIVING POSITIVE ENCOURAGEMENT

Show positive encouragement and praise for approved behaviors rather than giving attention only for disapproved behaviors. Giving positive praise and encouragement is one of the most powerful tools the adult has for guidance. The child has a natural desire to please the adult and to have the attention of the adult. Because of this, any behavior which gets the adult to pay attention or show affection is behavior that will be repeated again and again.

On the other hand, when attention and affection are not given frequently for approved behaviors, the child may use any means to gain some attention. In this case, even punishment is better than no attention at all; at least it makes the child feel he is important. So it is important not to ignore the child when everything is going well. Let him know you appreciate his cooperation, or he may find other, less desirable ways of getting that attention.

9. RESPONDING TO THE CHILD'S INAPPROPRIATE BEHAVIOR

a. Accept the Child's Feelings

Children often are not able to express their feelings in words, so they express feelings in actions. This presents a real problem for the adult. The adult sees only that the child is hitting or saying unpleasant words or grabbing things or being destructive. It is *critical* that the adult translate these actions into feelings and the words which underlie the behavior. The child is hitting because he is *angry* at you for interrupting his play. The child broke the block house down because he *felt left-out* of the play. The child shouted "I hate you" in *frustration* because you stopped him from playing with his friend. The child refused to leave the house with you because he was *afraid* of going to the doctor.

Once you have understood the emotion which caused the behavior, you can speak to the child about his behavior.

The first thing to do is to accept the feeling the child is expressing: "I know you are angry with me for stopping your play. You were having a good time" or "I see you are afraid to go to the doctor's. It's all right to feel afraid. When I was little, I was afraid, too." In accepting the emotion the child is feeling, you tell him it's all right to feel that way and show concern for his feelings. You also help him to recognize his own emotions so that as he gets older, he can understand the effect of his emotions on his behavior.

b. Make Him Aware of How His Feelings Affect Others

Once you have recognized and accepted the feelings of the child, you should make him aware of how his behavior has affected other persons. The child is becoming capable of seeing another person's point of view, and this is the beginning of developing his awareness of and responsibility for the effects of his actions on other people. Therefore, the adult can help by also telling the child how his behavior affects other persons. First, accept the child's feelings: "I know you are angry with me for stopping your play. You were having a good time"; then tell him your point of view: "But I must go home and fix supper because we will all be hungry at 6 o'clock; I feel sad when you get angry with me, but we do have to go now." In the other situation the adult could say 1) "I see you are afraid to go to the doctor's. It's all right to feel afraid. When I was little, I was afraid, too. 2) But not I'm not afraid because I know the doctor helps keep me well, and I want you to be healthy so it's important to go."

c. Give Alternatives

The next task in responding to the child is to give him alternative ways to deal with the emotion. If you have made a decision which you wish to stick to, then do not give in, but help him to accept an alternative. This will help him face unpleasant situations, accepting limitations imposed by other persons and situations. With the addition of giving alternatives, the adult would 1) accept the child's feelings ("I know you are angry with me for stopping your play. You were having a good time."), 2) tell him her own point of view ("But I must go home and fix supper...."), and then 3) offer alternatives ("Let's invite your friend to come to our house tomorrow, and you can play again."). In the second situation the adult should say 1) "I see you are afraid to go to the doctor's, 2) but the doctor will keep you healthy so it's important to go. 3) I promise to stay with you all the time so you won't be so afraid." (And the adult should take his hand and stay close.) In this way, the adult helps the child cope with a situation he must accept.

Sometimes your child, when playing with a friend, gets angry and hits or grabs or says angry words. In that case you follow the same steps: accept the child's feelings, describe the feelings of the other child since he may not be able to do this for himself, and then suggest alternatives. Usually this is only necessary when a physical danger exists. Otherwise the reaction of the other child demonstrates his point of view, and your child will learn from him

C. Possible Problem Behaviors of Preschool Children

1. REGRESSION

Regression is exhibited in the tendency for a person to use a behavior that was appropriate at an earlier stage of development. A child who is potty trained may lose the potty training. A child may begin to cry like a baby instead of asking for what he wants or may act helpless and dependent when you know he is capable of doing a certain task. Regression is a common response to situations which overwhelm a child, such as a new baby in the family who gets a lot of attention by being helpless or a crisis situation which is threatening to the child's feeling of security. The retreat to a former way of behaving from a time when adults readily took care of his needs is an attempt to recreate that secure feeling. It is an understandable reaction. Why should a child try to grow more independent if it means he will get less love and attention? If a young baby gets attention when its diapers are wet, then maybe the child can get attention in the same way. If he is being taken away from his natural parents, maybe he can keep everything the same if he becomes a baby again.

For the adult dealing with a child who appears to be regressing, it is helpful to recognize the underlying causes--the need for security and attention and the fear of losing security and attention. This understanding suggests the appropriate responses to help the child overcome the tendency to regress. These responses are to give love and attention for positive behaviors appropriate to the child's age; not to scold the child for regressive behaviors; to let him know you love him, regardless of these regressive acts; and to give love and attention regularly, regardless of his behavior. Once the child comes to trust the caretaker and feels secure in getting his needs met, the regressive behavior will disappear. The greatest danger lies in the possibility that during the period when the child is displaying regression, the adult might increase the child's fear and guilt by criticizing him and withdrawing love and attention, thereby creating a pattern for continued misbehavior.

2. WITHDRAWAL AND LACK OF INITIATIVE

When a child's behavior is met constantly with criticism, punishment, or apathy by adults, the child feels that no matter what he does he can't gain the love and attention he seeks. He feels unimportant. He gives up trying. This is withdrawal. It also can be caused by an excessive anxiety which causes the child to feel powerless, as he could in the instance of being removed from the home of his natural parents and placed in a foster home. Withdrawal is an extremely harmful behavior, but it must be dealt with slowly. It is a state of mind which the child must come to be willing to give up, because it is no longer necessary. Adults cannot force him out before he is ready, but they can help him to become ready by providing gentle encouragement, offering many opportunities for activity, giving attention and praise for things he does on his own, and giving him real choices, when possible, so that he feels that he has some control over his life. In the meantime adults should not recognize his withdrawal by pushing him to participate when he dosen't want to or by criticizing his failure to try something new. They should offer opportunities and love and allow him to come out of his withdrawal on his own initiative. It will take time.

3. RECKLESS BEHAVIOR: NO AWARENESS OF HIS OWN SAFETY OR THAT OF OTHERS

Children differ in their natural inclinations for activity. Some children sit quietly for hours, deeply absorbed in play. Others rush from one activity to another, rarely sitting for any period of time and unable to stay with one task for long. Some children are meticulous and careful, while others seem to trip over everything and don't care at all about keeping their coloring in the lines. This is *not* something the parents have caused. These natural differences exist. The problem remains, however, that the very active child finds himself being disciplined much more often, because of his high activity level. It usually is not that the child is bad; he is, in truth, often unaware he is causing problems. He tends to act before he thinks. Because of this, the adult must be especially careful about how she interacts with him. If she constantly is correcting or scolding, he may develop a bad feeling about himself--low self-esteem. If he is unable to think ahead to prevent disasters but is blamed and punished for them, he may give up trying to please, not because he doesn't want to but because more has been asked of him than he is capable of doing.

The first problem for the adult, then, is to choose behaviors to correct which the active

child is *able* to control, such as walking instead of running in the house.

Second, the adult should provide plenty of time *every* day and a place where the child's active nature can be exercised and where he will meet with no limits or discipline for using his activity--a basement or playroom or the backyard.

Third, the adult should help him to remember to control those behaviors she thinks he can control by reminding him *before* he's taken into a new situation--"We are going to visit Mrs. Owens; remember, she has many glass vases, so you must remember to not run in her house. After our visit we will go to the park, and you can play awhile." The adult should praise him afterwards for trying to comply with her reminder.

Fourth, the adult should be certain to give him positive praise and encouragment for showing self-control and behaving appropriately so that this contact overshadows the negative attention he gets for his disturbing behaviors.

4. EXCESSIVE SELF-CENTEREDNESS

Self-centeredness--the tendency to think oneself the most important person in the world and to expect everyone else to do what pleases you--is the normal behavior for all children in these early years. The task of socialization is to modify that self-centeredness so that the person takes into account the needs of other people. This is a very slow process which relies, to a great extent, on the interactions between the child and the adult and between the child and other children. (In the discussion on normal behaviors, see part 4 on strong, self-centered feelings.)

When the adult prevents the child from doing something he wants to do, she challenges the idea that he is all-important. When another child hits him back for taking a toy away, he learns that the other child has a different opinion. Over a period of time, these experiences cause him to change his behavior to fit both his own desires and the desires of those around him as closely as

possible. This is often a compromise with his basic desires.

Children need experience with other children, and they need experience with an adult who disciplines in a way that helps the child first to recognize other people's needs and then adjust his desires to take into account those needs. If this experience is lacking, the child will remain extremely self-centered in his behavior. Children who have simply been physically punished for disapproved behavior have not learned *why* they were punished. Thus, they have no information to use to change their self-centered behavior.

The adult who is dealing with such a child must do several things: use guidance techniques which help the child become aware of other people's needs and feelings, help the child understand how his acts affect other people, and take active measures to prevent the child's asserting control over other persons. For example, when a child grabs from another child and refuses to share anything, 1) tell him how the other child feels ("Janie feels sad. She wants to play with you."), 2) tell him how his acts affect other persons ("Janie likes you, but if you won't share your toys, she won't have fun. If you like playing with Janie, then you need to share. Then when you go to Janie's house, she will share her toys with you."), and 3) take active measures ("If you do not share, then Janie will have to go home so she can play."). Carry out what you say if he doesn't comply. If you allow his refusal to share to continue while the other child is there, he will not see that his acts have consequences which *he* does not want. The child must want to give up his self-centeredness in order to gain something else he wants--companionship and the affection of other people. Thus, the proper guidance technique combines telling him how his acts affect people and then showing him the consequences of behaving that way. The child's natural desire for companionship will win out over his self-centeredness in time.

The same procedure can be applied to his conflicts with the adult. If a child insists on having his dessert first, tell him "Dessert will be served after supper." If he protests by crying or whining, tell him "Your noise makes if difficult for me to enjoy supper." If he refuses to comply, take him to his room; "You may come out when you can join us quietly."

In any event, the adult's expression of her own feelings, coupled with her firm prevention of behavior of the child which is self-centered, will result in his having less self-centered behavior.

5. EXCESSIVE IMAGINATION

Excessive imagination can take several forms. The foster child's imagination may create a fantasy world which protects him from having to face reality. He may daydream about his natural parents coming to take him home again. (See number 14 in the problems section on problems that result from separation from natural parents.)

Some children have an imaginary friend to whom they give a name and about whom they talk as if he were real. For some children this figure becomes a scapegoat--"I didn't do it; my friend did it." For some the friend is simply like a doll or teddy bear who keeps them company.

Still other children may tell stories which they say are true but which are obviously not. This often appears to be lying.

All of these fantasies should not be considered as intentional efforts to distort truth. They should be thought of as products of an imagination which is not yet capable of distinguishing truth from fantasy. The adult plays an important role in this distinction.

First of all, it is not necessary for the adult to force the child to say his fantasy is not true. Even in the case of lying, it is best *not* to force a child to defend his lie.

Remember that the fantasy is based on a *need* or *desire*. This is the critically important communication of imagination. It may be that the child wants to have a friend or a brother or sister for company, so he pretends that that person exists. The stories some children tell may express a desire for an activity which they can't really do, such as wanting to fly like Superman. In the case of foster child, the fantasy of the natural parents' return is a desire.

So when you respond to the child's imaginary stories, first sympathize with his underlying need by saying such things as the following: "It would be nice if your parents could be able to take care of you"; "It would be fun to have a friend who lived in your closet and would come out to play with you every day."

Imagination can be useful, so it is not necessary to discipline a child for using it. But it is critically important for the adult to help the child clearly distinguish "real" from fantasy, in addition to sympathizing with his desires--"Birds fly, balloons fly, and airplanes fly; but people can't fly unless they're inside airplanes." After such comments you might fold paper airplanes and fly them or get a library book on things that fly and talk with the child about real things that fly.

6. REFUSAL TO PLAY WITH OTHER CHILDREN

Since it is normal for children to seek the company of other persons, refusal to associate with other children suggests an underlying problem. This problem may be any of several things, including shyness because of a lack of experience with other children and fearfulness because of previous experiences in which the child was punished or hurt. On the other hand, the child may have other problems which are so overwhelming he has temporarily lost interest in such play. This may happen when a child is placed in a foster home. The fear and uncertainty of the new situation and the trauma of being taken from his natural parents may cause him to become listless and uninterested in normal play.

Regardless of the reason, the adult can help the child by gentle reassurance which does not *force* him to play but which creates a situation in which he can observe children and join them when he is ready. It is best for the child if an adult he trusts stays close by while he is playing so that his fearfulness can be calmed by her protection.

If the child has not had much experience with other children, the first step to expect of him is parallel play--the child will play *beside* another child but not *with* him. The adult should provide enough toys for this to be possible. As the child becomes more comfortable, the adult can set up situations which require some cooperation and stay close so that she can help the children cooperate. (Play dough works well, as does sharing scissors or cookie cutters; a doll house might be a good idea, with the children working together to arrange the furniture; or a single truck which is pushed from one child to the other, in turn, can work.) The adult's presence insures that the initial cooperation experiences are pleasant, rather than frightening conflicts, thus encouraging him to seek other children.

If the child's refusal to play is based on other, more distressing experience, such as separation from a natural parent, the adult should first help the child gain some feeling of security and trust with his new home and family. (See number 1 under normal behaviors on the child's continuing need for trust in adults.) Until a trust relationship is built, the child may not be ready to enter into play with other children.

7. EXCESSIVE PHYSICAL AGGRESSION OR DESTRUCTIVENESS

The causes of excessive physical aggression in children are principaliy two: 1) excessive physical punishment by the parent and 2) permissive attitudes of the parent toward physical aggressions. Either extreme--too much or too little--in punishment or restriction increases the child's aggressive behavior. Why is this?

If a child hits a playmate and the parent hits or spanks the child, the hostility of the child is increased. Furthermore, the parent, who has told the child *not* to hit, has *hit* the child. What this says is that you can hit if you can get away with it. So hostility is increased and will be used when the child thinks he can get away with it.

On the other extreme, if the child hits a friend and the adult ignores the incident because she feels that it is "normal" or that the children should solve their own problems, what happens to the child? For one thing, since no one objected to his behavior, he'll decide that must be okay. Not only will it seem to be okay, but also it will have succeeded in getting him a toy he wanted. Since the adult accepted the behavior and it worked, that aggressive behavior will be strengthened and will be used more frequently.

So how does one *decrease* aggressive behavior in the child? First, it can be assumed that if a child is very aggressive, there already has been *ineffective* guidance--either lack of guidance or excess of punishment. The task of the adult is to apply effective, positive guidance. There are two critical aspects of such guidance. One is to prevent or stop agressive behavior. When a child is aggressive and gains his goal, he is more likely to use aggressive behaviors again. For that reason, preventing or at least blocking the behavior before he gains his goal is more effective than anything the adult does after the act. This implies two necessary jobs for the adult: 1) she must stay close to the child when aggression is likely to occur, rather than entering the situation after someone has been hurt or after something has been broken, and 2) she *must interfere* in such behaviors if she wishes them to decrease. Remember that *ignoring* aggressive behavior has the same effect as *encouraging* it, because if it is not prevented, it will be successful, and that success encourages the child to use it again. The second critical aspect of guidance in cases of aggressive behavior is *how* the adult responds to the aggression. Assuming that the adult has entered a situation and prevented or stopped an aggressive act, what should be done next? The response should be about the same for aggression as it is for any other behavior that requires correction--a.) describe the feelings of the aggressive child ("You were angry with me for saying 'no.' You wanted that toy John has. It's your favorite toy. I understand."), b.) tell the child your feelings or those of the hurt child ("But I cannot let you hurt me" or "Hitting hurts John. He doesn't like it when you hit him. He likes that toy, too."), c.) state your expectation ("But I can't let you hurt me" or "...hurt John."), and d.) give an alternative, acceptable behavior("You can say to me, 'I'm really mad at you because I want to go'," or "You can can say to John, 'John, I want that toy now; will you give me a turn?'").

This response should be calm and firm. If the child repeats an aggressive act after the adult has made several attempts to guide him toward acceptable ways of gaining his goal, then she should state her intention to *prevent* any further aggression. The best technique for prevention is to remove him from the situation. She could say "If you hit your friend again, I will have to put you in your room. I cannot allow you to hurt other people." Then she definitely should stick to her words. A child who formerly has only been *told* not to hit and never actually prevented will not listen to the adult's words until she convinces him her words bring consequences. The child's *proper* behavior should be the key for his gaining companionship with other people. When he displays his proper behavior, reward it by inviting children over to play. And praise him for using these behaviors--"You shared your favorite truck with John; that really made John happy. Let's invite him back to play tomorrow."

8. SIGNS OF FAILURE TO MAKE APPROPRIATE SEX-ROLE IDENTIFICATION

As discussed in the section on normal behaviors, sex-typing is easier for both boys and girls when both father and mother are warm, affectionate, and accepting. Sternness or excessive discipline from either parent makes it difficult for the child to identify with that parent.

Unfortunately, foster children often have experienced home situations which included an overly stern, punishing, or unaffectionate parent. Quite often one of the parents has been wholly absent. The foster family then becomes critical to the child, for it must provide sex-role models which facilitate sex-role identification. By the time the child enters the foster home, he already may have developed some mistaken sex-role behaviors. For instance, a boy may have seen older boys or men in his neighborhood fighting, talking roughly, or rejecting any sign of affection. These may have become, to the child, the male-sex behavior which he must imitate.

Either the boy will imitate these behaviors, or he will give up trying to imitate men because they are so intimidating. The boy who has identified by adopting the aggressive, unaffectionate behaviors will have difficulty accepting a man who does not base his masculinity on those behaviors. This attitude can be modified at the preschool age by the presence of a foster father who shows that a man can be affectionate to his children and his wife and still be "masculine" in his role. On the other hand, if the boy has given up trying to imitate men because their sternness made him feel unacceptable to them, he needs a foster father who spends time doing things with him, accepts him as he is, and makes him feel good about being a boy. Essentially, the foster father should deal with the boy the same way, regardless of what form his sex-role identification has previously taken; he should spend time doing things with the boy, show affection and acceptance of the boy, and discipline with self-control and concern, rather than with sternness and rejection.

For girls this age, the same behavior requirements apply to mothers. The best situation for comfortable sex-role identification depends on affection, acceptance, and concern.

A word should be added about the effect of the parent of the opposite sex. Mothers are important to the sex-role identification of boys, and fathers are important to the sex-role identification of girls. There are many traits which cannot be classed as entirely masculine or feminine--affection, competence, helpfulness, problem-solving, artistic talent, gardening. Qualities and preferences which are shared both by men and women help the child to modify a strict, inflexible sex-role idea. If a child is afraid to wash dishes because it's "feminine" but sees the foster father helping with the dishes, he will have to modify that idea. A girl who sees her foster mother fixing a bicycle broadens her idea of what women "do." This kind of role flexibility will help the child become comfortable with a wider variety of behaviors so that he is not so restricted by narrow definitions of "masculine" and "feminine."

In addition, the opposite-sex parent helps the child by praising and encouraging behaviors which imitate the other parent's behavior-- "You did that just like your father," "It takes a lot of strength to do that," or "You and your mother did a good job planting those flowers." Parents, by praising and recognizing behaviors which they think appropriate to the child's sex-role, encourage him to imitate his same-sex parent.

A final word,which may be obvious to parents who already have reared both boys and girls, is that boys have a stricter definition of what is masculine than girls have of what is feminine. Boys tend to reject *anything* that is feminine in order to be masculine. The distinction tends to be clear-cut: boys are supposed to be tough, wear trousers and T-shirts, and play sports; but boys *must not* avoid sports, wear fancy clothes, like flowers, play with girls, and so on. From about the age of five,boys make these preferences clear by criticizing and rejecting boys who perform tasks which they define as being feminine.Girls, on the other hand, seem to accept both feminine and masculine behaviors. they wear trousers, they play sports, they like flowers, they play house, they get muddy, they fight, and they dress up. There is no clear explanation for these differences. It is sufficient,perhaps,to say that this is expected. The only difficulty which arises from this is that boys who do not enjoy sports or rough play or who do not reject girls are likely to meet with criticism and rejection from other boys. But it should be kept in mind that there are many boys who do not fall into that mold for the mold is excessively rigid. If the foster father can be comfortable with the boy's natural inclinations, can accept those inclinations, and can encourage activity which the boy is comfortable doing, there is no problem with sex-role identification. For example, if competitive games are not possible, consider encouraging swimming, fishing, gymnastics, or such. Help the boy find friends who also are not inclined to be physically competitive. Self-confidence is the key to sex-role identification,not a specific set of skills or behaviors.

9. SHOWS EXCESSIVE GUILT OR FEAR WHEN HE MAKES AN ERROR OR IS CORRECTED

Some children react to correction or error by crying or withdrawing. The reaction may seem completely out of proportion to the error. For instance, if a child is coloring and goes out of the lines accidentally and begins to cry or becomes so frustrated that he cannot continue that activity, he is *over*reacting. If a child is trying to help an adult carry some things but accidentally drops and breaks something and then bursts into tears, he is *over*-reacting.

This overreaction is a behavior the child has learned. It is likely that the child formerly has been punished excessively for acts over which he had little control. For example, some parents punish a child for spilling milk, for talking too loudly, for not eating fast enough, for tearing things, for walking too slowly. In essence, they punish so many behaviors that the child has no way to meet all their expectations. In addition, these parents, rather than correcting behavior, withdraw affection from the child--refuse to hold him or tuck him in bed or feed him lunch. Withdrawal of the child's needed affection and caretaking is extremely threatening punishment. Thus, the child who overreacts to his own errors and to punishment actually is reacting to the possible result--loss of parental affection and care.

This obviously does not help the child to focus on the error and to correct it. His excessive anxiety about the loss of love overshadows the potential learning of a new, more appropriate behavior. So the adult first should act to ease this anxiety by assuring the child that she will remain affectionate and will continue to take care of him and love him. She should tell him it is okay to make mistakes; everyone makes mistakes. When his anxiety is eased, then the adult should calmly and helpfully guide him to repeat the behavior in a more appropriate way. For example, if he has spilled his milk, give him a sponge, let him clean it up, and pour him another glass. Stay with him to assure him you still love him. If the child is upset because he can't cut out a picture with the scissors, tell him it's very difficult. Help him to hold the scissors properly, and stay with him until he has had some success with the task.

The fear of losing the love of the adult can cause this excessive reaction and eventually can cause the child to withdraw and give up trying to please. It is therefore critical first to ease the child's anxiety and then to help him persist to a successful conclusion.

10. REFUSAL TO ACCEPT RESPONSIBILITY FOR HIS BEHAVIOR

The child's refusal to accept responsiblity for his behavior, his seeming to ignore all corrective guidance as if he didn't hear or didn't care, can result from a situation in which parents ignore the child's behavior and in which the parents use ineffective guidance. Ineffective guidance, such as telling the child not to do something, combined with ignoring the behavior when it does occur, teaches the child that what the adult says is unimportant and has no effect on what he does. He has no reason to obey the parents' word, because there are no consequences to it.

It becomes the task of the foster parent to make guidance effective by following up verbal directions with physical consequences. This is, of course, not an easy task. It means that the adult must stay close enough to observe the child and step in when his behavior is inappropriate. But it will take time for a child to accept verbal directions as behavior guidance, because he has developed a habit of ignoring them. The adult should be prepared to back up her words with several kinds of alternative guidance, depending on the situation--removal of the child from the situation (if he hits or refuses to share), withdrawal of outdoor play privileges (if he fails to obey rules about outdoor play by throwing sand or digging in the yard or such), or termination of a walk (if he rushes across the street ahead of you without looking). Essentially, when the child's behavior goes against the adult's verbal directions, it should cause an adult behavior in response, so that the child comes to conform to directions in order to gain the privileges of doing things he enjoys. Privileges should be inseparable from responsiblity for his actions during this time. This requires close parental supervision until the child begins to accept verbal guidance for his behavior voluntarily.

11. DOESN"T LIKE HIMSELF; SAYS "I CAN'T DO ANYTHING"

If the child doesn't like himself, says "I can't do anything," or always says "You do it for me," even when he is capable, the adult should consider that there are several circumstances which might have caused this lack of self-esteem in the child. One is the parent's expecting the child to do things which he is not yet capable of doing. If the adult expects a three-year-old to tie his own shoes and says "Everyone can do that" or "What's the matter with you--it's easy to tie shoes," the child comes to feel he is not capable and gives up trying. An impatient adult who can't wait for a child to get dressed by himself because he is slow and who takes over the job also tells the child by this action that he should let adults do things because they can do them better and faster, so the child gives up.

To help prevent this feeling of inferiority, the adult should be patient; should accept what the child does and praise it, even if it is not adequate; and should set tasks which are within the child's capabilities. If the child is to accept himself, the adult must accept him.

Often, a second source of this behavior which indicates a lack of self-esteem is the well-meaning help of older brothers and sisters. Because they see the parent doing things for a young child, they also learn to be "helpful." The difficulty arises when their help takes the place of the younger child's own effort to learn. The young child may go to an older child and ask him to "do this for me." He can come to think of himself as helpless and the older child as more competent. Even when he is capable he may go to others for help because it is a 'habit."

Older children also can influence younger ones' feelings of self-esteem through their testing. When an older child has accomplished something, he often tends to tease someone who is just starting to learn. An older child may laugh at the young child who is trying unsuccessfully to peddle a tricycle or to cut out a circle with scissors. Too much of this teasing may cause the child to be self-conscious about trying such tasks.

Therefore, the adult needs not only to be careful about the expectations she places on the child but also to monitor the influence of older children on the young child and to show the older children how to *teach* rather than do things for the child or tease him.

Another way in which a child may become "helpless" is through parents' being too helpful. Sometimes a parent responds to the child every time he calls. This over-attentiveness becomes the goal of the child's helplessness. If his being helpless causes the parent to come, then being helpless gets him attention and company. There is then no motivation to do things by himself. His having some frustration is helpful in forcing a child to use his own initiative to solve problems. Attention should be given to the child when he has accomplished something *on his own*, not simply when he needs help.

12. TEMPER TANTRUMS

Usually temper tantrums cease by preschool age. But temper tantrums, like any other behavior, will be used as long as they are effective in gaining the child what he wants. The adult, then, must identify what the child is trying to gain and see that he is not successful. For instance, if the child wants to go to the park and the adult is too busy so the child begins a tantrum, the goal of the child is to get the adult to stop what she's doing and take him to the park. That is what she must *not* do, for it would encourage the use of temper tantrums because they are successful.

The best response to the tantrums is "very little." Remain calm and unemotional. Continue with what you are doing. Tell him you are too busy to go right now, that perhaps you will be able to go later (depending on what is possible for you). Allow him to continue the tantrum until he stops of his own accord. Or a second possibility, if the tantrum is noisy and distressing, is to pick the child up and carry him to his room, saying "You may come out when you are finished screaming."

Be certain, also, that when the child does accept your decision, that you recognize and praise his cooperation. Offer alternatives for his desires when he cooperates--"Perhaps we can go tomorrow after breakfast," or "Perhaps we could invite a friend over to play here since I'm busy cleaning."

13. NIGHTMARES

The child's imagination is extremely vivid at this age, and this is further complicated by the child's uncertainty about what is real and what is not real. Ghosts, monsters, Superman, and talking cars all appear on TV and in movies. The adult may tell the child "They are not real," but the child is not convinced. Therefore, dreams can cause "real" fears, even though they may be based on things adults call fantasy. The child's fears should not be ignored, nor should he be ridiculed for them.

Also, children's memories are surprisingly vivid, holding images of experiences which may repeat themselves in dreams. A foster child may have memories of frightening experiences in his natural home or of the trauma of his separation from that home. These memories may be repeated in nightmares. The nightmare should be talked about with the child, if at all possible. Encourage the child to talk about the dream. Talk about what was real and what was pretend. Acknowledge his fear, saying "Yes, that was very scary." Talk about some of your own dreams--funny ones or nonsense ones--and let him know that dreams are normal and okay.

14. PROBLEMS RESULTING FROM SEPARATION FROM NATURAL PARENTS

Every child will experience, to some degree, several effects of separation. It is critical that these effects be dealt with immediately by the foster parent so that they do not become so extreme that a normal adjustment becomes impossible

The initial effect of separation is shock. The way children show this shock may differ, depending on the age of the child, the kind of experience he had in the natural home, and the amount of preparation he was given for the separation by the agency and his natural parents.

The following descriptions of possible separation problems are specifically pointed at the preschool child. You may look for these symptoms:

a. *Calm, Unemotional Attitude*

The child may seem to be adjusting to the idea of separation with no problems. This is a *pretense*. The child, when unable to deal with such complex emotions, may *repress* or hide his true emotions for fear that he may be punished or out of a feeling of helplessness.

b. *Daydreaming*

The child may daydream about getting to stay with his natural parents--a hope that the separation won't really happen if he just ignores it or refuses to think about it. After placement, daydreams may continue to picture the return of his natural parents and a return to his former home.

c. *Withdrawal and Lack of Communication*

The child's fears about losing his natural parents and fears of not being loved and taken care of may cause a listlessness--a giving up. It is a kind of despair and bewilderment, resulting from a situation he does not understand and feelings he cannot cope with. In the extreme the young child may fear that he will die because of his critical separation from his parents.

d. *Guilt*

It may be difficult to see guilt in a child's behavior. He may withdraw and refuse all efforts of foster parents to help in any way. Especially to young children, people seem "good" or "bad." "Bad" things happen to "bad" people. Therefore, he must be "bad" to have caused his parents to go away or to give him away.

e. *Lack of Self-Esteem*

Because he thinks his bad behavior caused the separation, he thinks of himself as a bad person--a person no one can love. But even more critical is the possibility that he will behave so as to confirm this belief by trying to get himself punished.

f. *Intentional Seeking of Punishment*

Because in his former home the child may have been punished frequently, the child may associate the security of his natural parents and familiar surroundings with that punishment. Strange as it may seem, punishment is associated with security in some instances. For this reason the foster child may misbehave intentionally in order to cause the foster parents to punish him. He wants to create as much of his former life as he can.

The second possibility for his intentionally seeking punishment is to conform his guilt as the cause of being placed--to prove it is deserved punishment because he was "bad."

g. *Acting Out Aggression and Anger*

Acting out aggression and anger is a different form of misbehavior than intentional acting out. Intentional seeking of punishment is a need to have the foster parents behave in a predictable way--the way the natural parents behave--in order to minimize the fears of the unknown situation of the foster home. Aggression and anger also can result from being let down by his natural parents and from the extreme emotions and fear which accompany these experiences. A complex of problems the child cannot deal with wells up to such a degree that the only outlet is aggression. It may take the form of hateful words directed at natural parents or foster parents, or it may take the physical form of destruction of objects.

h. *Regression*

For very young children the effects of the emotions and fears caused by separation often take the form of regression. That is, the child goes back to behaviors of a younger age--behaviors which formerly evoked caretakers to respond to him. Part of this regression is a response to the fear that no one will take care of him. It is not an intentional regression which he can control; it is an emotional response to his present fear and insecurity. Specific examples might be bedwetting, excessive crying, wanting to be held like a baby, wanting to be fed by an adult, crying when left along, loss of toilet training, thumb sucking, and so on.

What can the foster parent do to help the child deal with separation?

With the very young child you will be dealing with someone who is unable to express his emotions. What you will see are the results of the emotions--the withdrawal or anger or aggression or self-hate. It is necessary, therefore, to look under these behaviors and understand the causes for them. These causes are fears and anxieties, which you must relieve as much as possible. This usually will not happen quickly. As foster parents you receive a child who has two traumatic experiences to recover from: 1) a home experience which has failed to provide a consistent, loving environment and 2) a separation from the only world the child knows, regardless of its inadequacies. The child coming from a disorganized home does not know it is not a good home, because he never has experienced any other. To him it means security because it is familiar. When he comes into a foster home, the unfamiliar is frightening. The clean bed, the good food, and the attempts at kindness and love may be frightening because they are not familiar.

Therefore, do not be disappointed if the child does not recognize and respond to your initial efforts to offer care and concern. For a period of time you must give the care and love, regardless of the child's reaction to it. Remember, he has been rejected once and fears he will be rejected again. All his behavior may attempt to make you reject him. The only way you can reassure the child that the rejection will not happen again is to continue to give care and love in spite of these behaviors.

Obviously, this is not the time to try to change the child's behaviors by punishment. Punishment is rejection. The best response to unacceptable behaviors at this time is a verbal response--"I'm sorry you broke the dish. Maybe you're not hungry now. You can eat later if you want," or "You hit Tommy. It hurt him. Maybe you would rather play alone now." You must make allowances for his feelings at this time rather than react to his behavior. This will be difficult, because aggression, destructiveness, and rudeness are not behaviors you wish to put up with. But the child first must come to trust that you will not reject him because of what he does and that you will not hurt him because of what he does; he must come to know that you will take care of him, regardless of what he does, and love him, regardless of what he does. When this trust is achieved, then guidance techniques can be used to correct undesirable behaviors which still exist. Be patient until then.

SECTION IV

DISCUSSION MATERIALS

A. SUGGESTIONS TO THE INSTRUCTOR

1. Present each question separately so that the foster parents will focus on it. An opaque projector will allow you to conceal all questions except the one being discussed. This is preferable to handing out copies of all the questions, because there is a tendency for persons to look ahead, thereby missing some of the discussion.
2. Allow foster parents to comment without giving them your answers. If their comments are not accepted, they may not volunteer to participate in the discussion.
3. Ask for further suggestions or comments from the others ("Does anyone else have an idea?").
4. If more information needs to be drawn out, ask "Why do you think this is necessary?" or "Why do you think the child did that?"
5. Discuss all possible answers given for each question. It is just as important for foster parents to know wrong responses as it is to know which are right.
6. Discuss why a response is "wrong"--don't be satisfied with simply a correct answer.
7. Do not give these questions to foster parents to do on their own. Often answers are complex, and the most learning will occur when all aspects are considered under the guidance of the instructor.
8. Following each set of discussion questions in this section is an instructor's guide to the appropriate answers for the questions preceding it.

SECTION IV-B--DISCUSSION QUESTIONS ON NORMAL BEHAVIORS OF PRESCHOOL CHILDREN AND APPROPRIATE ADULT RESPONSES

CHECK YOUR UNDERSTANDING

For each question, read the possible answers and decide which are most appropriate. In some cases *more than one* answer is appropriate.

1. The preschool child is growing in independence. The adult can best promote this growth by
   ___ a. allowing the child to try only those things which the adult is *sure* the child can do well.
   ___ b. allowing him to do anything he wishes to try.
   ___ c. encouraging his efforts to do tasks, even though he does them inadequately.
   ___ d. giving help when the child requests it.

2. The child has asked you to take him to the park, but it's nearly supper time. You say, "No, I can't go now," and the child says, "I hate you." You should
   ___ a. send him to his room for saying that.
   ___ b. ignore him.
   ___ c. tell him that you understand that he is angry because he really wants to go to the park.
   ___ d. stop what you're doing and take him to the park, because his initiative should be encouraged.

3. Your child is afraid to go to bed with the lights off. You should
   ___ a. tell him it's silly to be afraid because there's *nothing* to be afraid of.
   ___ b. ignore him, say goodnight, and turn the lights off.
   ___ c. be sympathetic about his fears.
   ___ d. talk with him about "real" and "pretend."

4. Every day your preschool child asks to go play with his friend. You should
   ___ a. arrange to have him play with his friend, because children learn a lot from each other.
   ___ b. tell him that he is still too young to play without fighting, so he must wait until he is older.
   ___ c. tell him you're too busy to have another child in the house.
   ___ d. invite the child to your house.

5. Your preschool child argues and refuses to share with his friends.
   ___ a. This is very disturbed behavior. You should not allow him to play with other children.
   ___ b. This is normal behavior. You should use guidance to help him learn more acceptable behavior.
   ___ c. You should refuse to share with him so that he will learn how it feels.
   ___ d. This is normal behavior. You should ignore it.

6. Your three-year-old boy likes to play dress-up with a neighbor girl. He often wears dresses, carries purses, and so on. You should
   ___ a. not allow him to play this way.
   ___ b. allow him to do this.
   ___ c. offer dress-up clothes for men.
   ___ d. ignore it.

7. Your five-year-old girl refuses to wear dresses at all; she plays ball and wrestles with the boys. You should
   ___ a. tell her that she is a girl and that girls don't behave this way.
   ___ b. remove all her trousers and only allow her to wear dresses.
   ___ c. encourage her by praising her ball playing and such.
   ___ d. treat her like a boy, because she really wants to be a boy.

8. Your preschool child has spilled a glass of milk. You should
   ___ a. show the child you are angry so that he will feel guilt because he needs this to develop a sense of conscience.
   ___ b. not say anything because he didn't do it on purpose.
   ___ c. tell him it is all right since the glass was almost empty anyway.
   ___ d. tell him you are sorry the mess has been made and let him help you clean it up.

9. You have asked your four-year-old child to clean his room. You come back a half-hour later, and he has done nothing.
   ___ a. You should leave him in his room until he finishes the job.
   ___ b. You have asked him to do a job he is not old enough to do alone. You should help.
   ___ c. You should tell him that if he doesn't get busy, he will not be able to go to the park later.
   ___ d. You should clean the room for him; he is too young to be asked to do such a task.

10. Your preschool child is visiting a friend next door. It's time for him to come home. You go to get him, but he cries and kicks and refuses to leave. You should
   ___ a. let him stay a few minutes longer.
   ___ b. offer him a candy bar, if he will come now.
   ___ c. tell him you know he is upset because he likes playing with his friend.
   ___ d. pick him up and carry him home.

C. Instructor's Guide for Discussion Questions on Normal Behaviors of Preschool Children and Appropriate Adult Responses

1. no a. The adult shouldn't let the child try only sure things because trying teaches the child persistence and how to evaluate his own ability. In addition, the adult is not likely always to *know* exactly what the child can and can't do.
   no b. Because the adult still must make decisions concerning the child's safety and has a right to prevent behavior which disturbs others, the adult shouldn't let the child attempt everything that appeals to him.
   yes c. When the task is acceptable in the adult's judgment (that is, if it isn't too messy or dangerous or annoying), the adult should encourage his trying it.
   yes d. The adult helps the child accomplish tasks by showing effective ways of accomplishing them; these successful new experiences contribute to the child's self-esteem.

2. no a. He is frustrated. His words express this, and you should react to his frustration to help him deal with it. Sending him to his room simply makes him feel that it is wrong to be frustrated.
   no b. His words do express something to you; they may hurt your feelings. Let him know that his words affect you and that you understand the feelings.
   yes c. This shows him the adult understands and helps him to identify his own feelings.
   no d. If his anger is successful in getting his way, he will tend to use anger this way again.

3. no a. His fears are real and should be accepted.
   no b. The fear is real. Turning out the lights and leaving him with his fear will not cure the fear.
   yes c.
   yes d.

4. yes a.
   no b. Preschool children are ready to learn by interacting with other children.
   occasionally c. Sometimes this may be true, but the adult should make time for inviting children over to play as often as possible.
   yes d. When possible

5. no a. This is normal behavior and can disappear only through his being allowed to gain experience with other children.
   yes b.
   no c. The child will imitate the adult's selfishness, not learn "how it feels."
   no d. It is normal, but it should not be ignored.

6. no a. At the age of three children often pretend roles--anything from the opposite sex to animals and inanimate objects. This does not mean that they prefer to *become* what they pretend. Appropriate sex-role behavior usually does not appear consistently until around age five.
   yes b. It is best to allow this because it has no adverse effects on actual sex-role development.
   yes c. Quite often dress-up clothes are mother's discards. An attempt should be made to add some of father's discards to the collection.
   perhaps d. It definitely does not need to be "corrected." At most, the adult could talk sometimes about boys growing up to be daddies or read books about what men do. (There are many books in the public library oriented this way.)

7. no a. At age five it is typical for girls to want to play this way, too. It *doesn't* indicate a refusal to adopt a female role.
   no b. Being a girl should not mean a person is deprived of what pleases her. It should mean that she is a girl, regardless of what she enjoys doing. This allows a wider freedom of choices than a strict sex-typing.
   yes c. Doing things well is important for the self-esteem of both sexes, regardless of the type of activity done well. You can praise her for playing ball well *and* compliment her for washing dishes well.
   no d. Her choosing to play ball does not mean she wants to be a boy. There will be enough other activities which are feminine which you can encourage by compliments and recognition.

8. no a. As discussed in the "Instructor's Information," guilt is an integral part of developing a sense of conscience. However, the child's excessive guilt and fear which can accompany adult anger may not encourage the child to develop a sense of responsibility. Instead, he may withdraw and fear to try many activities.
   no b. You should say something, preferably that you are disappointed or sad, if you feel that way. His act should have some effect which he can see and feel so that *he* doesn't ignore the error and separate himself from responsibility.
   no c. It is difficult for a child to see why spilling milk is okay when the glass is a little full and "bad" when it's completely full. Spilling is spilling, so try to react consistently. If he was careless, the adult should let him know his carelessness caused the accident. If it was an unavoidable spill, the next answer could apply.
   yes d. It is best to allow the child to participate in cleaning up the mess, even when the adult is upset. The child's errors become opportunities for his learning appropriate responses, and they should be used. If the adult becomes angry and excludes the child from this, the child will have only a helpless feeling of guilt and no chance to take on responsibility for the error.

9. no a. "Jobs" are *not* punishment. Isolation in his room increases the unpleasantness of the task and does not encourage a good attitude toward it.
   yes b. It is really too complex a task to be accomplished alone by a four-year-old. An adult needs to teach the child how to organize a complex job by breaking it down into simpler tasks. The adult's help also serves as a model of how to do the task. Until the child is able to organize the job by himself, the adult should provide guidance, perhaps leave for a few minutes, and return to check progress and to give the next simple task.
   no c. Threats will not improve the child's ability. However, if he talks and refuses even to *participate* in the task, such a *consequence* could be set--"We were going to the park this morning. If you do not help clean your room, we may not get finished in time to go." Then if he still does not help, the trip to the park should be postponed, calmly but firmly, until he does help.
   no d. A four-year-old *should* participate in this task, though he should *not* be expected to do it alone.

10. no a. He should *not* be allowed to stay after he kicks and screams, because it would encourage the use of this behavior to get his way.
    no b. The preschool child is old enough to understand and accept a necessity even though it is unpleasant to him.
    yes c. It is good to sympathize with his legitimate *feelings*, even though you will *not* change your rule or decision in response to those feelings.
    perhaps d. If he refuses to comply with your decision, he can be removed in this way, calmly but firmly.

CHECK YOUR UNDERSTANDING

For each question, read the possible answers and decide which are most appropriate. In some cases *more than one* answer is appropriate.

1. Which of the following are appropriate for dealing with harmful physical aggression?
   ___ a. Step in only when a physical injury occurs.
   ___ b. Take measures to prevent aggression before it occurs.
   ___ c. Ignore conflicts to allow children to learn to solve their own problems.
   ___ d. Spank the aggressive child.
   ___ e. Do not allow the aggressive child to play with other children.

2. The following guidance techniques best encourage a sense of responsibility:
   ___ a. praise for cooperative help,
   ___ b. criticism for failing to carry out a job,
   ___ c. adult attention and help to accomplish tasks,
   ___ d. selection of tasks easily accomplished by the child,
   ___ e. withdrawal of privileges for failing to do a task well.

3. When disciplining or guiding a preschool child, the adult should
   ___ a. demonstrate his anger or feelings by shouting and criticizing.
   ___ b. withhold his feelings.
   ___ c. verbalize his own feelings.
   ___ d. give "because" statements so the child can understand why his behavior was incorrect.

4. Effective guidance requires
   ___ a. telling the child what you expect of him.
   ___ b. telling the child how you feel, how you respond to his behavior.
   ___ c. accepting the child's feelings and telling him so.
   ___ d. coming up with alternate behaviors for the child which are acceptable.
   ___ e. following up what you tell him you expect of him with action when your verbal guidance is ignored.

5. When a child is playing cooperatively with a friend and an argument arises, the adult should
   ___ a. always step in to suggest solutions to the problem.
   ___ b. allow the children to try to find their own solutions to the problems.
   ___ c. remove the child who caused the argument.
   ___ d. tell the children that they will not be allowed to play together if they argue.

SECTION IV E. INSTRUCTOR'S GUIDE FOR DISCUSSION QUESTIONS ON GUIDANCE TECHNIQUES

1. no a. The adult often can see such a situation coming. If she can alter a situation which is likely to result in physical aggression in order to prevent it, she should.
   yes b. Once aggression has occurred, it gains strength as a behavior.
   no c. The adult should not ignore conflict when *physical harm* is likely to occur. The child who is able to intimidate others by the use of physical aggression has no need to find alternate, more acceptable social behaviors.
   no d. Physical aggression of the adult merely increases the child's hostility and models the aggressive behavior for him.
   no e. You *must* allow children to encounter the situations which might cause aggression so that they can actively learn other ways to deal with their needs. Adult help may be necessary to accomplish this, as well as much experience with other children.

2. yes a. Positive reactions and attention from adults are powerful techniques for guidance toward acceptable social behaviors.
   no b. Help and encouragement are more effective in creating a desire in the child to work well than criticism is.
   yes c. The adult should always consider the possibility that work tasks must be taught just as any other skill must be. This will require the adult's time, initially, but will be more successful in creating a feeling in the child of self-esteem and pride of accomplishment in tasks.
   yes d. A feeling of success will encourage the child's participation in such tasks.
   no e. The goal of "tasks" is not only simply to help the adult but also to create a sense of responsibility and a spirit of cooperation within the family. Punishment for failure in a task will not encourage this growth.

3. no a. By demonstrating feelings by shouting and criticizing, the adult models lack of control for the child. The child imitates what the adult *does*, not what is said.
   no b. The adult's expression of feelings helps the child to take into account the effects of his behavior on others. This is essential to his developing a sense of consciousness and responsibility.
   yes c. See the following answer.
   yes d. By expressing feelings in response to the child's behavior, the adult can help him to see the consequences of that behavior--"When you color on the walls, it makes me feel very angry *because* I have to wash the walls and sometimes the crayons don't wash off. I don't like the walls to be messy."

4. yes a. It is unfair to punish a child for doing something which he did not know or understand was wrong. State rules simply and clearly *before* you discipline the child for a specific behavior.
   yes b. See question 3, answer d.
   yes c. We all have *feelings* but learn to deal with them in ways which do not harm others. So the adult should accept the child's feelings--these cannot be changed--and direct guidance toward the *behavior*, she should be certain to offer alternate, acceptable behaviors.

   yes d. If the child only has one behavior which gains what he wants, he is not likely to give it up. So when the adult expects the child to drop a disapproved behavior, she should be certain to offer alternate, acceptable behaviors.
   yes e. Because words are not always clearly understood or accepted by a young child, the adult must enforce her verbal guidance by *actions*.

5. no a. Arguments which are *not* causing physical harm help the child see different points of view and force him to adjust his behavior to achieve cooperation. If the adult always steps in, the child will come to rely on others to solve problems and will not learn to come to his own solutions.
   yes b. See answer a, above.
   no c. This would remove the child from a situation in which he could learn to cooperate with others.
   no d. Arguments are normal and help children to learn cooperation.

CHECK YOUR UNDERSTANDING

For each question, read the possible answers and decide which are most appropriate. In some cases *more than one* answer is appropriate.

1. Your preschool child runs into the room where another child has built a block structure and kicks it down on purpose. You should
   ___ a. send him to his room.
   ___ b. spank him.
   ___ c. tell him it was a bad thing to do.
   ___ d. let the other child respond to your child's destructive behavior.
   ___ e. step in and ask him to help rebuild the structure.
2. Your five-year-old child is trying to put a puzzle together. It is difficult. He gets frustrated and gives up saying, "I can't do anything. I'm just too dumb." You should
   ___ a. ignore him. He's just trying to get you to do it for him.
   ___ b. tell him the puzzle is very hard and get him an easier one to try.
   ___ c. sit down with him and show him how to fit a piece by its color and its shape.
   ___ d. agree with his judgment and put the puzzle away until he's older.
3. Your preschool child always seems to be running, bumping into things, and playing only a few minutes with any one toy. He requires constant supervision because he gets into situations which are dangerous to himself and to others. You should
   ___ a. punish him by putting him in his room when he behaves this way.
   ___ b. consider his activity level to be normal for him and ignore the behavior.
   ___ c. provide as much open space and opportunity for physical movement in a safe space as possible.
   ___ d. give directions for appropriate behavior *before* he enters a new situation.
   ___ e. give praise for behaviors which are "under control."
4. Your new foster child runs through a room where another child was building a block structure and accidentally knocks it down. The other child tells him to "watch what you're doing," and the foster child begins to cry. You should
   ___ a. stay out of the situation. Let the two children handle it.
   ___ b. step in and scold the other child for making him cry.
   ___ c. comfort the foster child.
   ___ d. explain the behavior of the upset child to the angry child--the difference between "on purpose" and "accident."
   ___ e. encourage the foster child to help rebuild the structure.
5. Your preschool child has just broken a glass by being careless. You tell him how you feel, but he doesn't seem to care. He ignores you and returns to playing.
   ___ a. This is normal, and you should do nothing else.
   ___ b. This is normal, but you should do something else to create his sense of responsibility for such acts.
   ___ c. You should have him participate in cleaning up (without his touching the glass).
   ___ d. You should send him to his room.
   ___ e. You should have him contribute money toward buying a new glass, and take him with you to the store.

G. Instructor's Guide for Discussion Questions on Problem Behaviors of Preschool Children and Appropriate Adult Responses

1. ___no___ a. This offers no guidance toward more appropriate behavior and removes the child from any responsibility for correcting his error.
   ___no___ b. Physical punishment will not guide him toward more appropriate behavior.
   ___partially___ c. If the adult tells him the behavior is bad, she also must tell him *why*--how the other child feels--and suggest a way to redirect his behavior. (If he feels like knocking things down, *he* can build something and crash *it* down. If he wants to play with the other child, he should *ask* if they can build things and knock them down together. But he may not knock down other people's work.)
   ___yes___ d. If the other child is strong enough to make his feelings known, this should be allowed. If, however, the other child doesn't defend himself, the adult should step in.
   ___perhaps___ e. If the two children do not find a solution, the adult could suggest this.

2. ___perhaps___ a. If the puzzle is very easy and he has done it by himself before, it is possible he is pretending to be weak because he can get the adult to respond. This is a judgment an adult who is familiar with the child must make--does he truly need help to accomplish the task, or is he really asking for attention?
   ___possibly___ b. If the puzzle may indeed be too difficult, then the adult can get one with which the child can have a successful experience.
   ___yes___ c. Taking time to teach a child certain skills will promote his self-confidence and increase his successful experiences.
   ___no___ d. It is necessary to offer him a successful experience, even if it means getting an easier puzzle. If the adult does nothing, the child's self-judgment will be confirmed.

3. ___no___ a. Over-activity is not "misbehavior." It is a natural characteristic of some children from birth. The best response is to give as much positive encouragement as possible. See also answers b, c, d, and e.
   ___no___ b. The adult should consider it normal *but* take active measures to help the child better cope with this activity. The over-activity can be modified by effective guidance.
   ___yes___ c. The adult cannot change the child's need for activity, so he should be given plenty of opportunity to use it in places and in ways which do not elicit adult criticism.
   ___yes___ d. The adult can help him control his behavior by reminding him of her expectations and by limiting the time during which she asks him to restrain himself. (Before visiting a friend's home, give him instructions such as "Do not run in her house, because she has many things which break easily." Then stay only a limited time. Notice when he is beginning to get anxious. Praise him afterwards for behaving as asked. Give him a chance afterwards to run and play freely.)
   ___yes___ e. Because very active children must try *consciously* to control their activity, they must exert concentration and effort to comply with the adult's expectations. Praise for this behavior will promote this effort.

4. ___no___ a. Particularly with a child who is unfamiliar with a new home and new persons, the adult probably should step in and comfort the foster child while explaining to him why the other child is upset. The over-reaction of the foster child comes from fear and uncertainty about the consequences of his accident. He may fear punishment. So more adult comfort and reassurance may be necessary.
   ___no___ b. The other child reacted naturally. Eventually the new child will come to accept such a reaction and deal with it.
   ___yes___ c. See answer a, above.

yes d. This explanation will help both children to see that there is no reason for anger. Everyone has accidents.

yes e. He should feel that he can do something to correct his error.

5. no a. It may be normal, but the goal of guidance is to guide the child toward socially appropriate responses. Ignoring his behavior will not accomplish this.

yes b. See the responses to a, c, d, and e.

yes c. Participating in correcting one's own errors is important to developing a sense of responsibility. The child can participate by getting the broom and dust pan and by carrying the bag of broken pieces to the trash.

no d. This offers no opportunities for learning responsible behavior.

perhaps e. If he has a source of money, such as an allowance, the adult can tell him he must contribute half the cost of a new glass to replace the broken one. His contribution should be a realistic sum, which is not excessive. "How much" is less important than his feeling some participation. Taking *all* his allowance for a month would be excessive, in proportion to his error. The adult should judge just how much is sufficient. Then the child can accompany the adult to the store to pick out a glass. This contact with the purchase helps give the child a sense of value for material things and is likely to encourage less carelessness in the future.

Section V

BIBLIOGRAPHY

A. Where to Locate Resources

Below are listed books and films, useful to adults concerned about the development of children. To build a complete library of useful information would be extremely expensive. So if you are interested in obtaining these materials, consider these sources:

Many public libraries have a free service for films and filmstrips; ask your librarian. Many state health departments also have a free film service. Write for their catalogs. (In Kansas, write the Kansas Department of Health and Environment. Films labeled K.D.H.E. are available free from that department.)

The public library is the prime source for books, but some of the books are available in paperback form at local book stores. If a book interests you but is not available at your public library or from the local book store, your librarian should be able to supply you with the address of the publisher and the cost of the book.

B. Films

(Those labeled K.D.H.E. are available in Kansas free from the Kansas Department of Health and Environment.)

Answering the Child's Why. 14 minutes. b/w. Encyclopedia Britannica Corporation. 1951.

Shows effects of both positive and negative responses to child's questions.

Children's Emotions. 22 minutes. b/w. McGraw-Hill Textfilms 1950. (K.D.H.E.)

Shows major emotions of childhood--fear, joy, anger, jealousy, and curiosity

Children's Fantasies. 21 minutes. b/w. McGraw-Hill Textfilms. 1960.

Explains how fantasies develop and affect the child

A Family for Now. 13 minutes. Harvest Films. 1965. (K.D.H.E.)

A boy placed in a foster home shows his efforts to forget his unhappy background and the family attempts to make him feel at home.

Fears of Children. 29 minutes. b/w. International Film Bureau. 1952. (K.D.H.E.)

Shows fears and anxieties of six-year-old boy with an indulgent mother and a strict father

Frightened Child. 19 minutes. b/w. International Film Bureau. 1957. (K.D.H.E.)

A foster child deals with problems with help of foster home and social worker.

Frustrating Four's and Fascinating Five's. 22 minutes. b/w. McGraw-Hill Textfilms. 1953. (K.D.H.E.)

Normal behavior of four- and five-year-olds

Shyness. 23 minutes. b/w. McGraw-Hill Textfilms. 1953. (K.D.H.E.)

Studies three children to determine causes of shyness

Social Development. 16 minutes. b/w. McGraw-Hill Textfilms. 1950. (K.D.H.E.)

Shows children's social behavior at various ages and effects of guidance and understanding

Terrible Two's and Trusting Three's. 21 minutes. b/w. McGraw-Hill Textfilms. 1951. (K.D.H.E.)

Normal behavior of two- and three-year-olds.

Understanding Children's Play. 12 minutes. b/w. New York University Film Library. 1948. (K.D.H.E.)

Shows how adults can understand and help children's play

What are Little Children Made Of? color. Parent's Magazine Films.

Shows common behavior patterns in children

When Should Grownups Help? 14 minutes. New York University Film Library. 1951. (K.D.H.E.)

Stresses that adult must decide when to give and not give help; invites viewers to decide

When Should Grownups Stop Fights? 15 minutes. New York University Film Library. 1951.

Shows nursery school situations; allows viewers to decide when to interfere

World of Three. 28 minutes. b/w. National Film Board of Canada. 1969.

Impression of life as seen by a three-year-old

Yes Is a Growing Word. 15 minutes. color. 1972.

Parents affect the child's self-concept by their responses.

Your Children's Play. 21 minutes. McGraw-Hill Textfilms. 1952.

Shows children learning by playing and shows ways adults can aid child development or hinder it by unwise interference

C. FILMSTRIPS

(Those labeled K.D.H.E. are available free in Kansas from the Kansas Department of Health and Environment).

Child Care and Development. McGraw-Hill Textfilms. (8 strips, cassettes)

Emphasizes parent's contribution to the child's development

Series 1:
1. "Caring for Young Children"
2. "Food Needs"
3. "Clothing Needs"
4. "Children's Play"

Series 2:
1. "Influences on Children"
2. "Anxieties of Children"
3. "Discipline and Punishment"
4. "Intellectual Development"

Child Development Series. (K.D.H.E.)

1. "Children's Emotions"
2. "Principles of Development"
3. "Social Development"

Child Training. (a series) International Film Bureau.

3325 South Michigan Ave., Chicago, Ill. 60604
"Destructiveness"
"Fear"
"Shyness"

Everyday Problems of Young Children. Parent's Magazine Films. 1974.

52 Vanderbilt Ave., New York, N.Y. 10017
1. "When Children Disobey"
2. "When Children Are Aggressive"
3. "When Children Do Worrisome Things"
4. "When Children Are Afraid"
5. "When Children Begin School"

How an Average Child Behaves - Ages 1 through 5. Parent's Magazine. 1968. (K.D.H.E.)

1. "How the Average One-Year-Old Behaves"
2. "What to Expect of a Two-Year-Old"
3. "Introducing the Three-Year-Old"
4. "Pictorial Guide to the Four-Year-Old"
5. "Portrait of a Five-Year-Old"

How to Listen to Your Child and How to Get Your Child to Listen to You. 4 minutes. American Education Week: NEA Publisher. (record, script)

Shows techniques of listening and getting attention

Understanding Early Childhood - Ages 1 through 6. Parent's Magazine. 1974. (4 strips and record and discussion guide)

1. "The Child's Relationship with the Family"
2. "The Child's Point of View"
3. "Preparing the Child for Learning"
4. "The Development of Feelings in Children"

D. Books for Foster Parents on Preschool Children

American Education Week. *How to Listen to Your Child and How to Get Your Child to Listen to You.* National Education Association.

Child Welfare League of America. *Foster Family Care for Emotionally Disturbed Children.*

67 Irving Place, New York, N.Y. 10003.

Dodson, Fitzhugh. *How to Parent.* New York: New American Library, 1971.

Paperback

Felker, Evelyn H. *Foster Parenting Young Children: Guidelines from a Foster Parent.*

Order from Child Welfare League of America, 67 Irving Place, New York, N.Y. 10003.

Galambos, Jeanette W. "A Guide to Discipline."

This is a booklet written for preschool teachers or day care personnel, describing discipline techniques. Order from National Association for the Education of Young Children, 1834 Connecticut Ave., Washington, D.C. 20009.

Ginott, Haim G. *Between Parent and Child.* New York: Macmillian Co., 1967.

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Gordon, Ira J. *Child Learning through Child Play* New York: St. Martin's Press, Inc., 1970.

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Hikel, Virginia. "Fostering a Disturbed Child," *On Fostering.* New York: Child Welfare League of America, 1972.

Hikel, Virginia. "Fostering a Troubled Child," *On Fostering.* New York: Child Welfare League of America, 1972.

Hymes, James L. *Enjoy Your Child Ages 1,2,3.* Publication no. 141. New York: Public Affairs Committee, Inc., 1969.

Littner, Ner. *The Importance of the Natural Parents to the Child in Placement.*

Order from U.S. Department of Health, Education, and Welfare, Office of Child Development, P.O. Box 1182, Washington, D.C. 20013. Pub. #73-27.

Littner, Ner. *Some Traumatic Effects of Separation and Placement.* New York: Child Welfare League of America.

67 Irving Place, New York, N.Y. 10003.

Mayer, Greta, and Mary Hoover. "When Children Need Special Help with Emotional Problems."

This is a booklet describing potential problems needing outside help and sources of outside help. Order from Child Study Press, Child Study Association of America, 50 Madison Ave., New York, N.Y. 10010.

Moss, Sidney. "How Children Feel about Being Placed Away from Home," *Children*. Vol. XIII, July 1966, pp. 153-57.

Reistroffer, Mary. *The Foster Child's Three Sets of Parents*. Milwaukee: University of Wisconsin Extension.

Reistroffer, Mary. *A Manual for Foster Parents*. New York: Child Welfare League of America, 1971.

Reistroffer, Mary, and Helen McVey. *Parental Survival and the Hyperactive Child*. Madison: University of Wisconsin Extension, 1972.

Ridenour, Nina, and Israel Johnson. *Some Special Problems of Children Ages Two to Five Years*.

Order from Child Study Association of America, Inc., 50 Madison Ave., New York, N.Y. 10010.

Salk, L. *What Every Child Would Like His Parents to Know*. Warner Paperback Library, 1973.

Salk, L., and R. Kramer. *How to Raise a Human Being: A Parent's Guide to Emotional Health from Infancy through Adolescence*. Random House, 1969.

Spock, Benjamin. *Baby and Child Care*. New York: Pocket Books, Inc., 1957.

Talbot, Walter D., and Vaughn L. Hall. *Parents and the Developing Child: Guidebook*.

This is a good overview of child development and parenting. Order from Utah State Board of Education, Division of Adult Education and Training, 1400 University Club Building, 136 East South Temple, Salt Lake City, Utah 84111.

E. Free or Inexpensive Pamphlets

1. The following pamphlets can be obtained free for Kansas residents from the Kansas Department of Health and Environment, Health Education Services, Forbes Air Force Base, Building No. 740, Topeka, Ks. 66620. If you live in another state, check your state department of public health for similar services and resources.

Child Care
"Behavior--The Unspoken Language of Children"
"Your Child from 1 to 6"

Ross Laboratories' Series
"The Phenomena of Early Development"
"Your Baby Becomes a Toddler"
"Your Child and Sleep Problems"
"Your Child and Discipline"
"Your Child's Fears"
"When Your Child Is Contrary"
"When Your Child Is Unruly"

Child Training Series

"Baby Talk"
"Bed-Wetting"
"Building Self-Confidence"
"Destructiveness"
"Discipline"
"Fear"
"Jealousy"
"Lying and Stealing"
"Nervous Habits"
"Obedience"
"Play and Playmates"
"Preparing Your Child for School"
"Sex"
"Shyness"
"Shaping Habits"
"Stuttering"
"Temper"
"Thumb Sucking"

2. Children's Bureau Publications, available from U.S. Government Printing Office, Washington, D.C. 20402.

No. 8 "Infant Care." $.20.
No. 30 "Your Child from 1 to 6." $.20.
No. 324 "Your Child from 6 to 12." $.55.
No. 337 "A Healthy Personality for Your Child." $.20.
No. 384 "Your Children and Their Gangs." $.20.
No. 400 "Your Baby's First Year." $.30.
No. 413 "Your Child from 1 to 3." $.20.
No. 446 "Your Child from 3 to 4." $.30.

3. "How to Help Your Child Learn through Play"

Scholastic Book Service, 5675 Sunol Boulevard, Pleasanton, Calif. 94566. $.50.
Written for parents, showing how to use everyday things like buttons and kitchen utensils to stimulate children to learn

4. "Play and Your Child's Development"

Order C-328 from Cooperative Extension Service, Kansas State University, Manhattan 66502.
Appropriate toys and games for children and adolescents--booklet